

St Mary and St Joseph Roman Catholic Voluntary Aided Primary School

Maxwell Road, Pocklington, East Riding of Yorkshire, YO42 2HE

Inspection dates 8–9 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The way in which the school promotes pupils' spiritual, moral, social and cultural development is exceptional.
- Pupils achieve well during their time in this happy, caring school.
- All groups of pupils achieve equally well, including disabled pupils and those with special educational needs, those supported by the pupil premium funding and the more-able.
- Good and improving teaching ensures all pupils enjoy their lessons. Teachers provide interesting and engaging lessons which motivate and encourage pupils to learn.
- Behaviour is never less than good. Attitudes in lessons are positive and movement around school is calm and orderly.
- Pupils feel safe in school and know how to stay safe and healthy. Pupils say that any issues are dealt with quickly and effectively. Parents also feel that the school keeps their children safe and secure.
- The drive and determination of the headteacher have had a positive effect on improving the quality of teaching. This has resulted in rapidly improving standards by the end of Key Stage 2.
- The strong focus on high expectations for raising pupils' achievement is shared by all staff and governors. This makes sure that the school is constantly improving.

It is not yet an outstanding school because

- Teaching is not yet outstanding. Sometimes the introductions to lessons are too long, which reduces the amount of time for pupils to spend on independent work.
- Teaching assistants are not always purposefully occupied, especially at the start of lessons.
- Attainment in mathematics has dipped slightly as information about how well pupils are doing is not used consistently well in order to identify gaps in learning.
- There are not yet fully manageable systems in place in the Early Years Foundation Stage for recording children's achievements.

Information about this inspection

- The inspector visited eight lessons or parts of lessons, one of which was with the headteacher, looked at a range of pupils' work and heard a number of Year 1 and Year 6 pupils read.
- Meetings took place with the headteacher, staff, a group of pupils, members of the governing body and the School Improvement Partner.
- The inspector looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- The inspector took into account 38 responses to the online questionnaire (Parent View). The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector

Additional Inspector

Full report

Information about this school

- St Mary and St Joseph's is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well below the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. The proportion of pupils supported at school action is well below average.
- A higher-than-average proportion of pupils join and leave the school at times other than the normal starting points.
- Pupils are taught in mixed-age classes.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring teachers avoid overly long instructions at the start of lessons to provide more time for pupils' independent learning
 - ensuring teaching assistants are used effectively throughout the whole lesson, especially during the introduction to the lesson with all the class
 - embedding the consistent use of assessment information in mathematics by staff, across the school, to plan and set work in order to identify accurately any gaps in learning
 - establishing clear and manageable systems for assessing and recording children's progress, in keeping with the recent developments, in the early years outcomes.

Inspection judgements

The achievement of pupils is good

- Achievement has improved since the previous inspection.
- Children enter the Reception class with skills and knowledge that are broadly in line with those normally expected for their age except in communication and language. Good teaching and stimulating activities ensure that children settle quickly and their individual needs are met. As a result, they have caught up with children nationally by the time they start Year 1.
- Progress accelerates in Key Stage 1. School data show that progress here is good. The results in the 2013 national reading check on pupils' knowledge and understanding of letters and the sounds they make (phonics) are above the national average. The results in national tests at the end of Key Stage 1 are consistently above average in reading, writing and mathematics.
- Attainment at the end of Key Stage 2 has improved strongly, particularly in pupils' writing. This is as a result of a very successful whole-school focus on improving the quality of writing.
- Current school information and 2013 national test results show all groups of pupils, including the most able, make at least good progress from their individual starting points. This has led to attainment in both English and mathematics that is above the levels expected by the end of Year 6.
- The proportion of pupils making expected progress in both English and mathematics is above that found nationally, as is the proportion making better than expected progress in English. The proportion exceeding expected progress in mathematics is close to the national average.
- School data show that pupils in other year groups are also achieving well. Work in pupils' books supports this view.
- Disabled pupils, those who have special educational needs and those supported by the pupil premium funding make the same good progress as their classmates in English and mathematics. Their attainment at the end of Year 6 is better than that found nationally and ensures there is no gap between them and other pupils.
- Teaching assistants are used successfully to provide support in small groups or for individual pupils. This ensures specific needs are met and equality of opportunity for all is ensured.
- The achievement of the more-able has improved year-on-year in reading, writing and mathematics. The proportion of pupils who reach the highest standards are well above the national averages.
- Reading is well taught. Pupils are given many opportunities for reading and have access to an impressive range of books. Those pupils heard reading did so confidently and with good expression. Pupils speak enthusiastically of books they have read. They relate with ease the events in a story and are able to work out unfamiliar words using a range of skills.

The quality of teaching is good

- Teaching is consistently good, with some that is outstanding. It has improved since the last inspection and, as a result, pupils' achievement has improved. School leaders have high expectations of teachers and pupils and check teachers' performance regularly.
- Pupils describe lessons as being fun and say, 'Teachers push us to the best of our ability.' All pupils, including disabled pupils, those who have special educational needs and those in receipt of the pupil premium funding, are focused on their learning, keen to work together and are eager to succeed. This results in pupils who work hard and have a positive attitude to learning.
- Lessons are generally well planned and include tasks designed to meet the needs of all pupils. However, not all teachers are using the breakdown of information from assessments in mathematics consistently to ensure there are no gaps in pupils' mathematical knowledge.
- Lessons move along at a brisk rate. However, sometimes the introductions to lessons are too long; this then restricts the amount of time available for pupils to work on their own, at their

own pace, and to put what they have been learning into practice.

- Teaching assistants provide valuable support when working with groups of pupils or individuals but their skills are not always put to best use in whole-class situations, especially during the time at the beginning of a lesson.
- Teachers are very good at asking questions and expect pupils to think deeply, give detailed answers and explain their reasoning.
- Teachers mark work regularly and suggest how work can be improved. All pupils have target cards and can explain exactly what they have to do to improve their work. They are given time to correct their work and make any alterations suggested by the teacher.
- Lessons are well resourced and teachers make good use of information and communication technology, which holds pupils' interest. Pupils seen designing an e-safety poster demonstrated proficient computer skills.
- Children in the Reception class also benefit from good teaching. However, staff are not yet confident in the use of systems for recording children's achievements. The classroom and outdoor areas are well organised, with a wide range of activities planned. For example, the children were preparing for a visit by the police through role play and model making. These activities provided excellent opportunities to develop speaking and listening skills.
- Teaching throughout the school provides many opportunities to develop pupils' spiritual, moral, social and cultural awareness through excellent relationships within classes, high levels of collaboration and respect for the opinions of others.

The behaviour and safety of pupils are good

- The school provides a caring, supportive environment where pupils behave well and show respect for themselves and others. They are friendly, courteous and very proud of their school. They are attentive in class and respond quickly to instructions from adults. Hands shoot up to answer questions.
- Pupils respond well to the strong spiritual, moral, social and cultural support and guidance they receive. They are adamant that there is no bullying in school and that if anyone has a problem 'of any kind', it will be dealt with immediately by staff. They understand some of the different forms bullying can take.
- Pupils say they feel safe at school and have a clear understanding of keeping themselves safe, whether it be on the playground or when using the internet.
- Routines are well established and staff have high expectations of pupils' attitudes and behaviour. Behaviour in hymn practice was exemplary and the singing excellent.
- Pupils enjoy the wide range of responsibilities they are given, for example, when manning the office at lunchtime, selling fruit and acting as peacemakers or buddies at break. Classes discuss and decide upon their own class rules. The oldest pupils are good role models for the youngest.
- Pupils' physical well-being is promoted well through the topics studied and the many opportunities for physical activities such as the well-equipped, active playtimes. The additional funding for primary school sport has been allocated to employ qualified coaches to work alongside teachers in lessons to increase their subject knowledge. The school is also buying into a local school sport partnership, which enables pupils to take part in inter-school competitions in a range of sports that would not normally be available.
- Attendance is above average and punctuality good.

The leadership and management are good

- The headteacher has been determined in her efforts to bring improvements. She provides good leadership for the school and is well supported by the assistant headteacher, staff and governors.
- All the teachers in the school take on leadership roles and play their part in improving teaching

through lesson observations and checking pupils' work. Teachers are held accountable for their teaching, leadership contributions and pupils' progress. Staff are helped by the linking of their performance management targets to opportunities for training to help them to continue to develop.

- The school has systems in place for checking pupils' progress, which are used to identify pupils who might need extra support. These systems have been very effective in raising attainment and accelerating pupils' progress in writing. However, they have been a little less effective in maintaining the highest levels of progress in mathematics. This issue has been identified by the school, showing the school has an accurate view of its performance.
- Pupils have a range of rich and varied learning experiences, including drama, music, sport, gardening and team building. Good use is made of the local community as a valuable learning resource.
- Pupils' spiritual, moral, social and cultural development is very effectively promoted through strong messages built into lessons and assemblies. These provide opportunities for reflection. Pupils also learn French or Spanish and maintain links with a school in Malawi.
- The local authority provides effective support and has helped the school improve the quality of teaching.
- The school enjoys good relationships with parents. Parents have opportunities to be involved in school life and are kept well informed through newsletters or reading record books. They offer help with topics and attend meetings to discuss their children's progress.
- Good use has been made of the pupil premium funding to support small-group work and one-to-one teaching as well as additional equipment, so ensuring equality of opportunity for all. This provision is also reinforced by holding some clubs at lunchtime so those who cannot stay after school do not miss out.
- **The governance of the school:**
 - The governing body has a good understanding of the school. Governors are clear about how well pupils are progressing, the results they attain in national tests and how they compare with other schools. They monitor the quality of teaching to check its effectiveness, hold all staff to account through the performance management procedures and link this closely to their pay progression. Governors understand the areas that the school needs to develop and are fully involved with leaders to see through the plans for improvement. Governors have a clear understanding of how the pupil premium is allocated and its successful impact on improving levels of pupil attainment. They are also fully aware of how the sports funding has been spent and the level of enjoyment this has brought to the pupils. The governing body makes sure that the school meets its statutory safeguarding requirements and is highly supportive of everyone in school. Governors provide both support and challenge for leaders. They benefit from regular training opportunities to improve their effectiveness.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	118035
Local authority	East Riding of Yorkshire
Inspection number	425824

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Rowan Blake-James
Headteacher	Jayne Wilson
Date of previous school inspection	21 November 2011
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