

# St Joseph's RC Primary School, Salford

St Joseph's Drive, Ordsall, Salford, Greater Manchester, M5 3JP

**Inspection dates** 10–11 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

**This is a school that requires improvement. It is not good because**

- Pupils in Key Stages 1 and 2 do not make consistently good progress in all classes and subjects. They make less progress in mathematics than in reading and writing.
- Pupils' work in mathematics lessons is not always carefully matched to their needs and abilities. Pupils do not have enough opportunities to develop their mathematical skills through problem solving and investigations.
- Pupils, particularly the most able, are not always given work that is sufficiently challenging. Not enough pupils reach levels above those expected for their age in reading, writing and mathematics.
- The quality of teaching over time is inconsistent. Pupils do not always move on with their work and learning as soon as they are ready.
- Teachers' marking does not consistently show pupils exactly how to improve their work. Pupils do not always have time to respond to the advice given.
- Pupils do not have enough opportunities to use their individual targets in order to take more responsibility for assessing their own learning.
- Assessment information is not analysed and used well enough by senior leaders to measure the progress of pupils, in order to make sure that all groups are doing well enough in all classes and subjects.
- Information from checks carried out by senior and middle leaders on teaching and pupils' work is not used effectively enough to drive improvements in all subjects across the school.
- Governors do not have an accurate enough understanding of the school's performance in order to ask challenging questions and hold the school to account.

**The school has the following strengths**

- Children in the Early Years Foundation Stage get off to a good start.
- Actions taken by senior leaders and governors have led to ongoing improvements in teaching and achievement, particularly in reading and writing, since the last inspection.
- Pupils who speak English as an additional language make good progress.
- Pupils are exceptionally well cared for and feel very safe and secure. They have good attitudes to learning.
- The school works well with parents, who are very supportive of the school.
- The curriculum provides many opportunities for pupils to widen their experiences and develop individual talents, especially in music.

## Information about this inspection

- The inspectors observed teaching and learning in 16 lessons, including one observation carried out jointly with the headteacher. The inspectors listened to pupils reading and observed the teaching of reading skills. They observed teaching of small groups of pupils by specialist teachers. They also looked at examples of pupils' work to obtain a view of teaching and learning over time.
- Discussions took place with pupils, parents, the Chair of the Governing Body, five other governors, a representative from the diocese, a representative from the local authority, senior and middle leaders and other staff.
- The inspectors took account of the analysis of most recent parent and pupil surveys carried out by the school and 18 staff questionnaires. There were no published responses to the Ofsted on-line questionnaire (Parent View).
- The inspectors looked at a range of documents, including data on pupils' attainment and progress, the school's view of its own effectiveness and its development planning, records of the quality of teaching and learning, records relating to behaviour and attendance, and documentation in relation to safeguarding.

## Inspection team

Christine Potter, Lead inspector

Additional Inspector

Sheryl Farnworth

Additional Inspector

## Full report

### Information about this school

- St Joseph's is smaller than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast and after-school club.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, by:
  - making sure that all lessons have appropriate pace and that pupils get on with their work as soon as they are ready
  - using marking consistently to show pupils exactly how to improve their work and giving them time to respond to the advice given
  - always giving pupils, particularly the most able, work which is sufficiently challenging so that their progress is accelerated and more of them reach levels above those expected for their age in reading, writing and mathematics
  - providing pupils with more opportunities to use their individual targets in order to take more responsibility for assessing their own learning.
- Improve achievement in mathematics across Key Stages 1 and 2, by:
  - ensuring that pupils' work in mathematics lessons is always carefully matched to their needs and abilities
  - giving pupils more opportunities to develop their mathematical skills through problem solving and investigations.
- Improve leadership and management at all levels, including governance, so that improvements to teaching and achievement are rapid and sustained, by:
  - analysing and using assessment information more effectively to measure the progress of pupils, in order to make sure that all groups are doing well enough in all classes and subjects
  - more effectively using information from checks carried out by senior and middle leaders on teaching and pupils' work, to drive improvements in all subjects, particularly in mathematics, across the school
  - making sure that governors have an accurate understanding of the school's performance, in order to ask challenging questions and hold the school to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because progress varies across the school and between subjects. Pupils do not make consistently good progress in Key Stages 1 and 2. Pupils make less progress in mathematics than in reading and writing.
- The large majority of pupils make expected progress from their starting points, but too few of them make progress which is better than this, particularly in mathematics. The most able pupils are not given sufficiently challenging work, so their progress is not accelerated quickly enough. Not enough pupils reach levels above those expected for their age in reading, writing and mathematics by the end of Year 2 and Year 6.
- Children start school in the Nursery class with skills which are well below those typical for their age. They settle quickly because of the care that adults provide and the involvement of parents in their children's learning. In both the Nursery and Reception classes, children develop their skills in language and communication well, through stories, rhymes and opportunities to talk about what they are doing, as well as specific speech and language programmes. Children make rapid gains in all aspects of their learning during their time in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils' progress in reading has improved steadily since the last inspection and standards by the end of Key Stage 2 are now broadly average. The youngest children quickly learn different sounds and how to blend them together through playing lively games. A broadly average proportion of pupils reach the expected standard in reading words in Year 1. Older pupils develop their comprehension skills through well planned group reading sessions. The school's 'accelerated' reading programme is very popular with pupils. They love the wide range of books and the chance to reach challenging reading targets using the computer.
- Achievement in writing is broadly average in both Key Stages 1 and 2, because of the systematic way in which basic skills are taught, and the wide range of opportunities that pupils have to write in different subjects. Pupils in Years 5 and 6 wrote well structured and sensitive accounts about the differences between the lives of rich and poor people in Victorian times. Pupils' work shows that they write neatly and take pride in what they do.
- Pupils develop broadly average skills in other subjects because of carefully planned activities and links between subjects. For example, pupils used their skills in information and communication technology to present their reflections on aspects of religious education.
- Pupils who speak English as an additional language, including those who join the school during Key Stages 1 and 2, are well supported at an early stage and make good progress. Most disabled pupils and those with special educational needs make expected progress, particularly in reading and writing, from their individual starting points. This is because of the extra support and specialist language teaching that they receive.
- Pupils who are eligible for the pupil premium funding make progress similar to that of other pupils. Pupils known to be eligible for free school meals were less than two terms behind other pupils in writing, approximately half a term ahead in reading, and over two terms ahead in mathematics, which represents good progress in this subject for these pupils, in contrast to other pupils in the school. Gaps between the achievement of pupils eligible for free school meals and other pupils have narrowed over the past two years. This is because the school uses the pupil premium funding well to provide a range of additional support and to ensure that all pupils have access to a wide range of activities. This demonstrates the school's commitment to giving every pupil an equality of opportunity to succeed.

### The quality of teaching

### requires improvement

- While some good teaching was observed during the inspection, over time it has not been good

enough to ensure that pupils make consistently good progress, particularly in mathematics. The work given to pupils in mathematics lessons is not always matched carefully enough to their needs and abilities. For some pupils it is too hard, and for others it is too easy. Pupils do not have enough opportunities to develop their mathematical skills through problem solving and investigation.

- Lessons do not always move forward quickly enough because pupils spend too long as a whole class when they are ready to move on to their own work. Pupils, particularly those who are most able, are not always given work that is sufficiently challenging, in order to accelerate their progress and enable them to reach levels above those expected for their age.
- Teachers mark pupils' work regularly and often, but do not consistently show pupils exactly how to improve their work. Pupils do not always have time to respond to the advice given. Pupils and their parents discuss their individual targets with teachers at parents' evenings, but pupils do not have regular opportunities to refer to them and use them, in order to take more responsibility for assessing their own learning.
- Good relationships are a strong feature of all lessons. Teachers praise and encourage pupils so that they are keen to give of their best. Teachers make it clear to pupils what they are expected to achieve. In some lessons, pupils have the opportunity to be involved in developing their own success criteria. Pupils in Year 1 were able to refer to 'hands' on their tables to check how well they were writing.
- Teachers throughout the school make good use of 'working walls'. Pupils record their ideas on 'post-its' and the walls provide pupils with a good range of prompts, which they say help them when they are working independently, particularly when writing. Topics and resources are well planned to capture pupils' interests. Homework, including reading and mathematics programs on the computer, is used well to reinforce skills taught in lessons.
- Where good teaching was seen, lessons moved at an appropriate pace and pupils were actively involved in learning at all stages of the lesson. A range of different activities were provided for pupils of different abilities, and teaching assistants provided valuable support so that all groups of pupils were able to make good progress.
- Teachers used skilful questioning to check pupils' understanding and help them to explore their ideas. For example, pupils in Year 3 were given good opportunities to discuss the differences between facts and opinions. Pupils in Year 6 were challenged to extend their learning by identifying and using vocabulary to express emotions as they wrote diaries.
- Teaching in the Early Years Foundation Stage is good. Children were confidently and independently selecting from a range of interesting and well planned activities, such as the 'jungle' area where they were able to spot and write about the wild animals they could see. There was a 'buzz' of activity, children were eager to talk about what they were doing and adults intervened well to extend pupils' skills in language and number.

### **The behaviour and safety of pupils are good**

- This is a happy and inclusive school, where pupils from a range of different backgrounds get on well together. Pupils are considerate and respectful towards adults and each other and are sensitive to one another's feelings. Pupils cooperate well with each other, both when working and playing. At break times, the school is full of the sounds of small groups of pupils practising their musical instruments together.
- Pupils have positive attitudes to learning and say that they enjoy their lessons. They are eager to do well and to have their successes displayed on the 'Wall of Achievement'. They mostly behave well in lessons, although they sometimes become restless when the pace of learning is too slow or the work is not at the right level for them.
- Pupils say that there is 'absolutely no bullying or racism' in school, nor any name-calling, and that they feel totally safe at all times. They know that if they do fall out with one another, or are worried about anything, they can talk to an adult. They say that they are often able to sort

things out themselves, 'make up' quickly and forgive each other. Parents agree that the school keeps their children safe and looks after them well. Pupils have a good understanding of how to stay safe in different situations, including when using the internet.

- The learning mentor has worked hard with pupils and their families to improve attendance and to provide support where needed. Attendance has improved steadily and is now broadly average. The school's breakfast and after-school club provides well for pupils' needs. Pupils enjoy coming and there is a calm and purposeful atmosphere as they eat and play together.

## **The leadership and management** requires improvement

- Leadership and management require improvement because pupils' achievement in all subjects, and the quality of teaching, are not consistently good.
- The school has a number of systems in place to measure pupils' achievement. Teachers track the progress of individual pupils in their classes, pupil progress meetings are held to check how well they are doing, and additional support is provided at an early stage where necessary. The impact of this support on pupils' progress is now being measured more effectively. However, assessment information is not analysed and used well enough by senior leaders to measure the progress of groups of pupils and make sure that they are doing well enough in all classes and subjects.
- Since the last inspection, middle leaders have become more involved in checking the quality of teaching and pupils' work. They provide helpful feedback to individual staff and specific guidance, support and training where needed, which has led to improvements in teaching. The school's records indicate that more teaching is now good or better. However, the information that middle and senior leaders gather from these checks is not collated and used well enough to secure sustained improvements to teaching and learning in all subjects across the whole school.
- The school's evaluation of its effectiveness and its development planning indicate that senior leaders and governors understand what the school needs to do to improve further. Actions taken since the last inspection have led to improvements in teaching and pupils' progress, particularly in reading and writing. Changes to the leadership structure, which have enhanced the role and impact of middle leaders, together with the commitment of the governing body, mean that the school is well placed to improve further.
- The curriculum, as well as having a clear focus on developing pupils' basic skills, provides well for their spiritual, moral, social and cultural development. Pupils have opportunities to reflect on the world around them and to consider moral values such as justice and freedom. Their experiences are enhanced by a range of exciting visits, including to London. Many pupils become keen gardeners and are proud of the produce they grow on the school allotment.
- Parents are highly supportive of the school and appreciate the individual care that their children receive, which 'makes them feel really special'. The school website keeps them well informed and provides a wealth of information about what their children are doing in school and how they can help them at home.
- The school is making good use of the primary school sports funding to improve pupils' physical well-being, through providing additional swimming and specialist sports coaching for pupils, and training and support for staff through local partnership working.
- The local authority provides strong support for the school, which is helping to drive improvements in all aspects of the school's work.
- **The governance of the school:**
  - Governors are strongly supportive of the school and are keen to see it improve further. They bring a wide range of expertise to the school and understand the need to have further training to support their own development. They understand their statutory responsibilities and ensure that safeguarding arrangements meet requirements. They ensure that decisions relating to pay progression are linked to the outcomes of teachers' performance management. They make sure that the pupil premium funding is being used well to raise the achievement of

eligible pupils. They are fully committed to equality of opportunity and tackling discrimination of any kind. However, at present, they do not have an accurate enough understanding of the school's performance, including pupils' achievement and the quality of teaching, and consequently they do not ask sufficiently challenging questions in order to hold the school to account.



## 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

<b>Unique reference number</b>	105965
<b>Local authority</b>	Salford
<b>Inspection number</b>	429519

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paula Howe
<b>Headteacher</b>	Margaret Ambrose
<b>Date of previous school inspection</b>	5 July 2012
<b>Telephone number</b>	0161 872 1062
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