

Saint Joseph's Roman Catholic Primary School

Rosecroft Lane, Loftus, Saltburn-By-the-Sea, North Yorkshire , TS13 4PZ

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- In Years 1 to 4, pupils do not make enough progress from their starting points. As a result, their attainment by the end of Years 2 and 4 is not high enough. There are some groups of pupils who fall behind because their progress is not checked effectively and they do not receive support for their learning.
- The quality of teaching is not consistently good. Lessons do not always provide enough challenge because work is too easy for some pupils and too difficult for others. Too often, tasks for pupils of different abilities start at the same level.
- Procedures for gaining an accurate view of the schools' performance are not sharp enough. There are too many actions for improvement. Measures to judge success of actions are not clear enough.
- Use of the funding for pupil premium pupils is not monitored sharply enough by leaders and governors to show the impact on achievement for these pupils across the school.
- School leaders and governors are not rigorous enough in checking the performance of pupils and teachers.

The school has the following strengths

- Pupils feel safe in school and they behave well. They work very hard at the tasks provided for them and make great efforts to please their teachers.
- The Early Years Foundation Stage provides a very good range of activities which enable children to become independent learners. They make good progress.
- There is accelerated progress across Years 5 and 6 in all subjects. Standards in reading are particularly high by the time pupils leave Year 6.
- Work in books is well presented and is marked regularly.
- A broad curriculum gives pupils good opportunities to take part in a wide range of creative activities.
- The governing body is extremely supportive of the school and is very committed to its own development and school improvement.

Information about this inspection

- The inspection was carried out over two days. Inspectors visited 12 lessons. In addition, the inspection team made a number of short visits to other lessons and listened to pupils reading. The headteacher and assistant headteacher took part in two joint observations with the inspectors.
- Separate discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. The opinions of 18 members of staff were also considered from their questionnaire responses.
- Inspectors observed the school's work, looked at children's learning journals, staff planning journals, data on children's progress, planning and monitoring documentation and information relating to the welfare of children and safeguarding. Inspectors observed pupils during morning playtime and at lunchtime.
- Inspectors took account of 22 responses to the on-line questionnaire (Parent View) in planning the inspection. Discussions were also held with parents as pupils entered school and during the 'Mother's Day' lunch.

Inspection team

Kate Pringle, Lead inspector

Additional Inspector

Sonya Williamson

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those children in local authority care or for service families, is below average.
- The vast majority of pupils are of White British background.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is average.
- The school meets the governments' current floor standard, which is the minimum expectation for pupils' attainment and progress.
- The school holds a number of national awards, for instance, art, anti-bullying and citizenship.
- The school provides additional places, paid for separately by parents, to enable wraparound care for nursery children on a daily basis. The findings of the quality of care for this facility are to be found within this report.
- The school provides additional provision for children under three years of age on separate premises on the school site. This provision is subject to a separate inspection and receives an individual report.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that expectations of what pupils can do are high and the emphasis is more on what pupils are to learn rather than the completion of activities
 - checking pupils' understanding more regularly and using this knowledge to identify their starting point and what they need to learn next
 - enabling pupils to apply what they have learnt in mathematics to purposeful tasks which challenge their knowledge and understanding and have reference to real-life situations.
- Make sure that progress is consistently good in Years 1 to 4 in order to narrow the gap in attainment between identified groups and others in the school, by:
 - using information from the school's records to identify pupils not making good enough progress
 - ensuring that effective support is put in place quickly for these pupils and their progress is measured rigorously.
- Improve the leadership and management of leaders and managers, including governors by:
 - more rigorously checking the school's records on pupils' progress to compare the progress of different groups against other groups in the school
 - gaining an accurate picture of how well the school is performing by identifying precise priorities and making it easier to measure the impact of actions on achievement
 - increasing governors' knowledge of pupils' attainment so that they are better able to challenge the school.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Progress slows across Years 1 and 2 and pupils enter Year 3 at levels similar to the national average in all subjects. This slower progress continues across lower Key Stage 2. Boys generally achieve less well than girls and the most able do not do well enough in these year groups.
- Pupils with special educational needs make similar progress to others in the school. Those who are supported by 'school action' do less well than those at 'school action plus' at the end of Year 2, because their needs are not supported well enough within the class. By the end of Year 6, there is little difference between the two groups.
- Pupils in receipt of the pupil premium funding, including those known to be eligible for free school meals, are not checked on closely enough to ensure that their needs are addressed across the school. By the end of Years 2 and 6 in 2013, pupils eligible for this support achieved standards in reading and writing that were similar to those for other pupils not in receipt of this funding. Across other year groups, the picture from the school's data indicates that out of six classes, three classes show wide gaps between these pupils and others in all subjects.
- Most children enter the Nursery class with skills which are below those typically expected for their age. They make good progress over the Early Years Foundation Stage and enter Year 1 at levels which are generally above average.
- Year 6 attainment has been high over recent years. This is due to accelerated progress over Years 5 and 6, particularly in reading in which levels are much higher than in writing and mathematics. By the time they leave Year 6, pupils make expected progress and a high proportion make more than expected progress compared to the national average.
- Pupils in Key Stage 1 are making good progress in learning phonics (understanding how to use letters and the sounds they make). They achieved above the national average in the Year 1 phonics screening check.
- The introduction of a scheme to support reading and writing across the school is beginning to show a positive impact. This works most successfully when pupils work individually or in small groups at the appropriate level. However, the measurement of their progress is too informal and leaders do not have a clear enough idea of how effective this work is. The scheme is less effective when it is used for the whole-class lessons and the needs of differing abilities are not supported, or challenged, sufficiently.
- The progress of the most able pupils accelerates in upper Key Stage 2 and increasing proportions are working into Level 6 by Year 6. The scrutiny of pupils' books shows that, in other year groups, there is insufficient challenge and all too often in these classes pupils make expected, rather than good, progress.

The quality of teaching

requires improvement

- Teaching requires improvement. Work is not always set at the right level for pupils. Sometimes it is too difficult for some and too easy for others and does not help pupils achieve well.
- Information about pupils' achievements and developing skills is not used well enough to set tasks that reflect pupils' growing skills and knowledge. Too often activities do not build on what pupils have achieved in previous learning or the focus is on completing activities rather than extending their skills. As a result, pupils do not extend their learning or increase the rate of their progress.
- For those pupils with specific needs the effect of the support put in place is not measured and recorded well in Years 1 to 4. This means that there is no overall understanding of how these pupils, including boys, pupils supported by school action and pupils eligible for the pupil premium, are progressing from their individual starting points.
- Strengths are developing across the school in reading but improvements in writing and mathematics are slower because expectations of what pupils can achieve are not high enough.

This is not the case in Years 5 and 6 where high expectations are communicated to pupils very successfully and their rate of progress is rapid.

- Pupils enjoy school. They say so and show it in lessons by applying themselves well to tasks and showing great willingness to succeed. They get on well with each other as they work together in pairs and small groups.
- Children in the Early Years Foundation Stage quickly become confident and independent learners taking advantage of the well-resourced areas both inside and outside the classroom as they make well-informed choices. Well-devised questions support children to develop language, reading, writing and number skills. Assessments of children's abilities are appropriate and detailed in 'learning journals' showing their good progress. A small number of nursery children continue their placement in the afternoons as part of the wrap-around care provided for parents. They are well provided and cared for and enjoy their extra time in school.
- At Key Stage 1, recent work to improve the teaching of phonic knowledge has made a big difference in improving pupils' progress in reading.
- Pupils' work is marked regularly according to the agreed system and teachers' comments let pupils know when they have achieved well. Although pupils know about their achievement they are less clear about how and when to move onto their next challenge and so quicken their progress. Where marking is most useful, as in Years 5 and 6, pupils have opportunities to return to their work to correct or improve it.
- Presentation of work in pupils' books is good and they take pride in their work. Their handwriting is neat and work set out carefully. For some, there continues to be concern about the formation of letters and numbers.
- The wider curriculum offers some opportunities for pupils to practise their reading and writing in other subjects. However, pupils have fewer opportunities to use their newly learnt skills in mathematics with reference to real-life situations. This limits their understanding of the need to learn such skills and the chance to use them with purpose.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are encouraged to consider their actions, be thoughtful and care for others. They are aware of how to keep themselves safe and show growing levels of responsibility through their roles as play buddies, school councillors and prefects.
- The school's work to keep pupils safe and secure is good. Pupils are taught well to understand dangers, such as those of traffic and e-safety and understand they have a growing responsibility to keep themselves safe as they get older.
- Pupils enjoy school and happily work and play together. They have good relationships with their teachers and show positive attitudes to work. They say that their school is a safe place to be.
- The behaviour of pupils is good in lessons and in different situations around the school. They are polite and well mannered. Pupils believe that behaviour is good overall and understand the code of behaviour with its rewards and sanctions very well. They recognise that there can be some instances of poorer behaviour but that these are rare, and that staff address them quickly. When necessary, the school will take the appropriate action to exclude pupils if leaders feel that the safety of pupils is at risk.
- Pupils are aware of the different forms that bullying can take. They say that it can happen in school but, as in the case of poor behaviour, it is rare. They know what to do if they experience it and are secure in the knowledge that staff will take immediate and effective action on bullying.
- Attendance is average. Although there was a bit of a dip in 2012, the 2013 information shows that attendance is improving and levels of persistent absence, mainly due to medical needs, have been reduced.
- Parents responses and discussions with inspectors indicate that they believe their children are looked after and cared for well. Inspectors concur with this view.

The leadership and management requires improvement

- The judgements of leaders and managers about the effectiveness of the school are too generous because they are largely based upon the achievements of Year 6 pupils. Pupils' progress across the rest of the school has not been considered in respect of the different starting points of groups.
- There are considerable plans for improvement to address pupils' achievements and the quality of teaching. However, the focus is too widely spread and measures by which leaders and managers assess the success of actions are not sharp enough because they do not indicate exactly what needs to be achieved. Overall, the checks made on the quality of teaching and pupils' outcomes, particularly of different groups of pupils are not rigorous enough.
- Although the school has a lot of information about pupils' attainment and progress, it is not used well enough by teachers to plan lessons. Achievement is not rapid enough in a number of classes, even though the school sets targets for pupils that are above the level expected for pupils' age.
- There has been successful action to improve teaching in the Early Years Foundation Stage and this is shown in the good progress made by the children. Other training to develop teaching is having a varied effect and, as yet, such developments are not assuring consistently good or better teaching across the school, which is reflected in the slower progress made from Year 1 to Year 4.
- Where there has been concerted effort, for instance in the teaching of phonics, the school can show good improvement which is enabling pupils to make better progress in reading and acquire higher reading skills. The introduction of a scheme to help pupils improve their creative writing is at an early stage of development and has not been effectively checked by leaders to be able to show its impact.
- Pupil premium funding has been used in a variety of ways, including the purchase of schemes of work, school tracking systems, tablet computers and extra staff for small group work. It is unclear how effectively the funding is benefiting all eligible pupils because the school has not measured the impact except to show the outcomes for those pupils in Year 6.
- Primary school sport funding has been delegated to support additional after-school activities and to subsidise swimming lessons. Sports coaches are used to develop teachers' skills in teaching physical education. The school also buys in to the local sport partnership to increase competitive sport and the role of play leaders in school. The school is presently developing ways in which to measure the impact of this funding on the pupils' health and physical fitness.
- The curriculum has a number of opportunities for pupils to extend their skills and understanding of the wider world. There is good development of the creative arts, including sculpture, mosaics and dance and many ways to develop pupils' sporting skills through after-school activities. The school plays a central role within the local community and the church. A strong emphasis is placed upon developing the whole child to be an effective member of society. Personal and social development forms a strong thread through lessons such as, geography, history and English, successfully developing pupils' spiritual, moral, social and cultural development.
- The local authority supports the school and has recently led a review of teaching and achievement. Its view of the school's performance exceeds that found by inspectors.
- **The governance of the school:**
 - As regular visitors to the school, members of the governing body are highly supportive of the school. There is an application to join with other Roman Catholic schools in the area to become an academy trust. Over recent months, training for governors has included school evaluation and how to interpret the school's and national data. Governors show a clear commitment to work together with school leaders to understand more fully the work of the school and the outcomes for pupils and developments to further this understanding are already underway. Governors are seeking to secure good pace and direction of improvement and to be able to assess for themselves, the quality of the schools' effectiveness, including pupils' achievement and the quality of teaching.
 - Governors are aware of how the additional funding for primary school sport and pupil

premium funding are allocated but are less sure about how their impact upon pupils' achievements is measured and whether successful or not. They ensure that the school fulfils its statutory responsibilities for safeguarding including the training of staff to keep pupils safe from harm.

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	111680
Local authority	Redcar and Cleveland
Inspection number	431366

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Michael Lowe
Headteacher	Alison Toward
Date of previous school inspection	9 February 2009
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