

# St Joseph's Catholic and CofE (VA) Primary School

Calver Crescent, Staveley, S43 3LY

**Inspection dates** 14–15 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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 headteacher's unstinting efforts to ensure the school does its best for every pupil have significantly improved teaching and learning since the previous inspection.
- Pupils achieve well and standards are rising because staff and pupils have risen to the very high expectations the headteacher and governors have of them.
- The headteacher has quickly built up a strong team, all of whom understand the role they play in securing the pupils' good progress.
- The school's close working relationship with its partner school, which is set to continue, is a key factor in its rapid improvement.
- Governors have made excellent use of the external review recommended at the previous inspection. They now know the school well, and support and challenge it in equal measure.
- Pupils behave well in lessons and around the school. They say, 'the school keeps us very safe'.
- Attendance has improved and is now above average. Pupils thoroughly enjoy learning and are eager to do as well as they can.
- The school goes the extra mile to help pupils, and, where relevant, their families, overcome issues that might affect learning.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils make even faster progress.
- Spelling and punctuation errors occur too often in pupils' writing.
- There are too few opportunities for pupils to use their mathematical skills in different subjects.
- The roles of staff expected to lead different aspects and subjects within the new curriculum are underdeveloped.

## Information about this inspection

- The inspector visited nine lessons. Senior leaders joined her in seven of them.
- The inspector observed play and lunchtimes, and held discussions with pupils, governors, staff and a representative of the local authority.
- Account was taken of the 13 responses to the online questionnaire (Parent View). As this was a small sample, responses to the school's own questionnaire were also considered.
- The inspector also gained parents' views by speaking to a sample of parents as they brought their children to school.
- The seven responses from the questionnaire for staff were also considered.
- A wide range of documents was scrutinised, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, and records and policies about safeguarding and the quality of teaching.
- The inspector examined the work in pupils' books, and sampled sessions where pupils were learning phonics (the sounds that letters make). She also listened to pupils read.

## Inspection team

Doris Bell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school. Virtually all pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium is above the national average. The funding is for pupils known to be eligible for free school meals or in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or who have a statement of special educational needs is average.
- Because year groups are small, the above proportions vary from year to year. Therefore, caution is required when trying to compare the school's test results with the national picture. All pupils are taught in mixed-age classes.
- Because of the small number of pupils in Year 6 last year, it is not possible to compare the national test results with the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been several changes of staff since the previous inspection. The school has had an executive headteacher since January 2013. It is part of a 'soft' federation with another school, led by the same headteacher. It is also part of an excellence cluster within the local authority.
- A local toddler's group, which is inspected separately, uses the school hall once a week.

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

- Increase the proportion of outstanding teaching in all age groups, and the proportion of pupils making better-than-expected progress, especially in mathematics, by:
  - improving pupils' spelling and punctuation, and increasing the opportunities pupils have to use their mathematical skills in different subjects
  - developing the roles of those who lead different aspects or subjects within the new curriculum to make it more secure.

## Inspection judgements

### The achievement of pupils is good

- All pupils, from the least to the most able, achieve well by Year 6. Pupils currently in Year 6 are meeting the ambitious targets set for this year. More are working at the higher levels of attainment than in the past and are proud to be doing so.
- Children start school in Reception with skills that are typically below those for their age, and well below in literacy and mathematics. They make good progress and, by the time they enter Year 1, although still below average, they have caught up considerably. The proportion reaching a good level of development this year is higher than in 2013.
- The proportion of Year 1 pupils reaching the required standard in the phonics screening check was above average last year, and pupils currently in Year 1 are doing at least as well this year. Pupils use their phonics skills well, confidently sounding out letters and combining them to read and spell unfamiliar words. Pupils throughout the school enjoy reading.
- In 2013, standards were broadly average in Year 2, although pupils did better in writing and mathematics than in reading. Reading has subsequently improved because pupils' comprehension skills have improved.
- The results of the national tests for pupils in Year 6 in 2013 took the school into the top 20 per cent of schools for attainment and progress in reading, writing and mathematics. This represented a marked improvement on the previous year.
- Pupils in Year 6 did not do as well in the grammar, punctuation and spelling test. Weaknesses remain in spelling and punctuation because pupils do not readily transfer what they learn in the exercises aimed at building these skills to all of their writing.
- Pupils enjoy solving problems in mathematics and can see how mathematical learning is important in everyday life. They do not use their mathematics skills well enough in other subjects, however, because, unlike in writing, they are not sufficiently encouraged to do so.
- Disabled pupils and those who have special educational needs make good progress. They receive well-targeted support from well-briefed support staff who are trained in different aspects so they understand each pupil's needs and can work in the right way with them.
- More-able pupils are suitably challenged with harder work that helps them make the faster progress of which they are capable. Several pupils commented on how much better they are doing, and how they never thought they could be as good. This demonstrates the school's commitment to enabling them to do their best.
- Throughout the school, pupils supported by the pupil premium make good progress. However, there were too few in last year's Year 6 to be able to compare their results with those of other pupils, or pupils nationally.
- Pupils are very enthusiastic about sport and exercise. They appreciate the renewed emphasis on physical education activities and the openings they now have to participate in competitive sport, including with other schools. They appreciate the importance of all of this in keeping them fit and healthy.

**The quality of teaching is good**

- Teachers usually give pupils, all of whom are taught in mixed-age classes, challenging work at the right level for their ages and stages of learning. Pupils rise well to the high expectations the staff have of them. Relationships are excellent throughout the school. Staff encourage pupils to learn and do well and pupils respond accordingly.
- Children's speech is often underdeveloped when they start school. Much is done to help them articulate clearly.
- Reading, writing and mathematics are taught well. The new initiative introduced last year in Years 1 and 2, which links reading and writing and also incorporates speaking and listening, has had a marked effect on improving reading and writing skills in that age group.
- Marking is consistently good. It often results in a dialogue between teacher and pupil that helps to move learning on. Pupils understand how well they are doing, for example, by marking and assessing their own and each other's work. They make good use of the 'steps to success' identified at the start of each session to do this.
- Errors in punctuation and spelling are regularly picked up in marking but they often recur, even in Year 6. This shows that, although pupils do work on improving these skills, they are not being reminded to use them in all of their work.
- Disabled pupils and those who have special educational needs are taught well. They, and pupils eligible for the pupil premium, are supported well in class or in short withdrawal sessions to learn specific skills.
- Vibrant displays throughout the school celebrate pupils' work, especially in writing and art. The work in their books shows they learn well in different subjects and are given the opportunity to pursue their learning in different ways, including through using information and communication technology.

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

- The behaviour of pupils is good. All staff and parents spoken to during the inspection agree. Pupils enjoy school and, as a result of the school's tireless efforts, their attendance has improved and is now good.
- Pupils say teaching and learning are the best things about the school because 'learning is fun' and 'teachers make sure you learn'. They want to do their best in lessons and recognise the recent improvement that has enabled them to make better progress and reach higher levels of attainment.
- Pupils understand and appreciate the school rules and the rewards and sanctions associated with them. They know that actions have consequences and that, in fairness to others, everybody should behave well. They know what bullying is, the different forms it can take, and what to do about it. They say bullying is rare but, when it does occur, it is dealt with quickly and effectively.
- The school's work to keep pupils safe and secure is good. Pupils say the school keeps them very safe and teaches them how to stay safe. They understand the issues related to keeping safe when using modern technology such as computers, tablets and mobile phones.

- Pupils are proud of their school and they know their views are valued. The recently constituted school parliament, complete with 'ministers' to cover different aspects of school life, seeks out and acts upon the views of other pupils. As a result, changes are being made to the playground to ensure no one year group 'hogs any part of it'.
- Older pupils enjoy looking after younger ones and the family dining approach ensures pupils learn proper table manners and the importance of clearing up after themselves. They do all of these things well.

### **The leadership and management** are good

- The headteacher, supported by governors, is uncompromising in her drive to ensure the school does its best for all pupils. Her outstanding ability to get the best from the staff has been the key to the improved teaching and learning, despite changes in staffing and unavoidable staff absence. She has also established strong links with parents.
- The close working relationship between the two partner schools, and the school's involvement in the local excellence cluster, has also helped to improve teaching and learning. Staff have benefited greatly from joint training and checking the levels in pupils' work, as well as from visits to and by the partner and other schools.
- Staff morale is high. Staff are held highly accountable for pupils' progress. Their performance is managed well and they understand how their targets relate to the priorities in the well-considered school improvement plan.
- The school demonstrates a strong commitment to equality of opportunity. It ensures that pupils are successfully taught that any form of discrimination is wrong and will not be tolerated. All staff fully subscribe to the school's values of caring for and supporting the individual, personally as well as academically. Discussions with parents show that they very much appreciate this.
- The range of subjects and topics gives pupils the challenges they need to achieve well. It promotes literacy skills well in all subjects but insufficient attention is paid to promoting mathematical skills in the same way.
- The roles of leaders of different aspects of the curriculum are underdeveloped within the school. However, links between the two schools have been used well to aid improvement. The school is clear about how it will develop the skills in its own staff as the new curriculum becomes fully established.
- The pupils' good sense of fairness, and of right and wrong, and their respect for other faiths and cultures are underpinned by a strong set of moral beliefs. As a result, the school promotes their spiritual, moral, social and cultural development well. Like the staff, they are reflective and caring, and appreciate the world around them. The close working partnership with the churches affiliated to the school makes an effective contribution to this.
- Safeguarding meets current government requirements and all training, including for child protection, is up to date. Leaders ensure that access to the school building is well controlled and all staff are rigorously checked for their suitability before they take up their posts. The school does much to support pupils and their families from benefiting from all that the school has to offer.
- The provision for children in Reception is being managed well ahead of the appointment of a

new leader after half term. The provision for disabled pupils and those who have special educational needs is also managed well, ensuring that the pupils receive the additional support they need, and that the support programmes are working.

- The local authority has supported the school well. While keeping a watching brief, it recognises the strength of the current leadership.
- The primary school sports funding is being used wisely to provide specialist training for teachers and additional opportunities for pupils to participate in a wider range of sporting activities, including with other schools. Pupils are eager to join in everything on offer.

■ **The governance of the school:**

- The governing body has made excellent use of the external review recommended at the previous inspection, and continues to hone its skills through training. The considerable improvements to its systems and procedures ensure that it now holds the school to account robustly. It has provided the stability at senior leadership level necessary to build on the improvement so far.
- Governors understand data about pupils' performance and regularly check that the school is doing everything possible to improve. They gain their information from visits to the school, discussions with staff, pupils and parents, and reports from key leaders. They know the school and the issues it faces very well. Pupils' progress is at the forefront of every decision they make.
- Governors support the headteacher in managing staff performance, including when difficult decisions have to be made because staff do not perform well enough. Salary proposals are subject to scrutiny to ensure that any increases are merited. Governors keep a close eye on the school's finances. They know how pupil premium funding is being spent and the impact it is having. They are also beginning to check the impact of the sports funding on teacher expertise and pupil performance.

## 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>	134773
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	441972

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Godley
<b>Headteacher</b>	Rowena Herbert (Executive headteacher)
<b>Date of previous school inspection</b>	26 February 2013
<b>Telephone number</b>	01246 472798
<b>Fax number</b>	01246 472798
<b>Email address</b>	info@st-josephsrccofe.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

