

Our Lady and St Joseph Catholic Primary School

Ramley Road, Pennington, Lyminster, Hampshire, SO41 8GY

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	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

- Pupils' standards in writing across Key Stage 2 have been too low over time and are not yet good.
- In the past, weak teaching in Key Stage 1 has left gaps in pupils' basic skills in writing and mathematics. As a result, the progress that pupils have made from Year 2 to Year 6 has been too slow.
- Over time there has not been enough good teaching to make sure that pupils achieve well. Not all pupils have clear enough targets that help them improve their work.
- Pupils do not always make the alterations to improve their work, as highlighted in the feedback they receive in teachers' marking. So, the necessary improvements are not always made.
- Leaders in charge of subjects have not been fully involved in improving the quality of teaching and learning across the school.
- The governing body has not held the school to account for the progress pupils have made over time. Recent changes to the governing body have yet to impact on the outcomes for the pupils.

The school has the following strengths

- Pupils learn the sounds that letters make (phonics) quickly, and from that good start develop good skills in reading.
- The behaviour of the pupils, socially around school and when focusing to learn in class, is good.
- The social, moral, spiritual and cultural development of the pupils is very well supported.
- The headteacher, through targeted training and effective support of staff, has improved the quality of teaching in the school and has developed staff to take on middle leadership roles.

Information about this inspection

- The inspector observed eight lessons, all of which were observed jointly with the headteacher.
- Meetings were held with groups of pupils, members of the governing body, and senior and middle leaders. The lead inspector also held two telephone conversations with representatives from the local authority.
- The inspector listened to pupils read and scrutinised samples of pupils' workbooks.
- A wide range of documents was examined, including the school's information on pupils' recent progress, as well as planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector took account of the 37 responses to the online questionnaire (Parent View). The views of staff were considered through eight staff questionnaires.
- The headteacher was appointed in September 2011 and the roles within the middle leadership team were filled in September 2013.

Inspection team

David Hogg, Lead inspector

Additional Inspector

Full report

Information about this school

- Our Lady and St Joseph Catholic Primary School is on the outskirts of the Georgian market town of Lymington, which is on the southern edge of the New Forest.
- The school is much smaller than the average sized primary school.
- Children at the school come mainly from the local area, but an increasing number come from further afield.
- The proportion of pupils from minority ethnic backgrounds is below the national average. Some of these pupils join the school at other than the usual times during the year. The proportion of pupils who do not speak English as their first language is also below average, although numbers have increased over recent years.
- The proportion of pupils supported by the pupil premium is well below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those who have special educational needs supported at school action is higher than the national average. The proportion of pupils who are supported through school action plus or with a statement of special educational needs is much lower than that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring teachers:
 - make sure that pupils know exactly what they need to do in order to improve their work and make good progress
 - insist that pupils make the necessary corrections to their work quickly and that they are made aware of how they are progressing against their longer term goals.
- Raise pupils' achievement in writing and mathematics by ensuring that their skills are developed more quickly in Key Stage 1 and built upon in Key Stage 2.
- Improve the effectiveness of leadership and management by ensuring:
 - middle leaders are fully involved in improving the quality of teaching and learning
 - the governing body makes good use of information on pupils' achievement so the school can be closely held to account for the progress that the pupils make.

An external review of governance 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

- Pupils' attainment in mathematics at the end of Year 2 declined over the last two years and is below that seen nationally. Over time, pupils have not had a secure enough grounding in the basic skills they need in writing and mathematics and this has impacted on their understanding as they move up the school.
- The school has started to address this by improving the quality of teaching. Pupils' progress is now starting to improve, but it is too soon to see the full impact of the school's work in this area, and overall achievement is not yet good.
- The progress that pupils have made between Year 2 and Year 6 has declined over the last few years and has been too slow. The attainment of pupils in national assessments in writing and mathematics at the end of Year 6 dipped below national averages in 2013. Attainment in writing has not been as good as that seen in reading and mathematics in Key Stage 2 over time.
- The rate of progress made by pupils currently in Year 6 has improved, particularly in reading and mathematics, and in writing is now in line with national expectations.
- The school reviewed the support provided for disabled pupils and those with special educational needs when the headteacher arrived in 2012. The changes that were made have better integrated the support with classroom work so it is more effective; as a result, pupils with additional needs now make similar or better progress compared to their peers.
- The number of pupils eligible for support through additional funding in the school is very small. The support the school provides is very effective. The achievement of eligible pupils across the school is at least as good as that of other pupils and is often better. There is a determination within the school that all pupils, no matter what their individual circumstances, have an equal chance to succeed and do as well as they can.
- Children join the school with skills that are typical for their age. Through effective teaching and the use of engaging activities in the Reception class, children develop their skills well. By the end of their Reception year nearly two thirds of them have reached a good level of development, which is above the national average.
- Over the last few years the school has seen an increase in the number of pupils for whom English is not their first language. These pupils acquire English quickly and progress well, with most making similar progress as their skills in English develop.
- The progress of more able pupils is generally good in most subject areas and in each year group. The school looks to extend more able pupils with work that is pitched to moving their learning on quickly.
- Pupils read fluently by the time they are in Year 6 and enjoy a range of authors. Lower down the school, pupils' understanding of phonics develops quickly and pupils are able to use the skills they have in blending letter sounds when reading with unfamiliar words. Over the last two years the proportion of pupils reaching the expected levels in the Year 1 national phonics screening check has been higher than seen nationally.

The quality of teaching

requires improvement

- The quality of teaching requires improvement as it has not enabled pupils to make sufficient progress. Teaching has not ensured that outcomes for pupils have been consistently good, especially in writing and mathematics, over time.
- Recent improvements in teaching are beginning to have an impact and improve pupils' basic skills. But, there has not been enough time for these improvements to increase pupils' progress so that achievement is good.
- Pupils are not always clear about what they are expected to learn or what they need to do to make good progress.
- Pupils' work is marked regularly and teachers plan time in lessons for pupils to improve their

work. Pupils do not always make the necessary corrections and improvements to their work, sometimes simply initialling to say they have read the comments. As a result, pupils sometimes continue to make the same errors in their work and this slows their progress.

- The overall quality of teaching is improving. Typically, teachers now plan work that challenges pupils. In the mixed age class of Years 3 and 4, pupils developed sentences as they described the setting of a tree in a winter landscape. Less able and younger pupils improved their sentences through the use of interesting adjectives, whilst more able pupils tried to include personification and alliteration in their pieces of writing.
- Teachers often check how well pupils are learning as they go through the activities in the lesson. If pupils are unsure about an idea or concept then activities are altered to help the pupils understand the work.
- Teachers are supported very effectively by teaching assistants who are confident to take responsibility and teach small groups of pupils, either in class or in small focused groups. In a phonics lesson with small group of Year 1 and Reception pupils, the teaching assistant had prepared good quality resources which engaged and interested them in the task. Consequently, they learnt well and made good progress.
- Pupils' work is displayed throughout the school. Art work is of a high standard and both the pupils and adults take pride in the displays in the classrooms and along the corridors. Teachers try to make activities relevant or within a context that the pupils will understand. For example, a real skeleton was on display in the Years 3 and 4 class, which fascinated the pupils.

The behaviour and safety of pupils are good

- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school and point to the fence around the school grounds as being an important addition to school security. They have a very good understanding of different aspects of personal safety, including the careful sharing of information through social media on the internet. The school organises activities, such as the Bikeability training which took place during the inspection.
- The primary sport funding has been used well, for example to take all Key Stage 2 pupils swimming to develop their skills and confidence in the water.
- Parents feel their children are very well cared for in school.
- Pupils say there is no bullying in school and very few acts of unkindness ever take place. If fall outs do happen they are resolved quickly, and pupils know who they can talk to in school if they are worried.
- The school takes great care to support those pupils who are vulnerable. There are close links with outside agencies to secure help for those pupils who find themselves in difficult circumstances.
- The pupils are welcoming to new people, both adult and children alike. The school benefits from the diversity that pupils from other countries bring to the school. Pupils from home and abroad integrate well and enjoy each other's company. In discussion, Years 5 and 6 pupils made a point of saying that they felt it was very important to look after each other and care for one another. They explained that some pupils have special educational needs and that they make friends with them and include them in all of the school day activities.
- The behaviour of the pupils is good. This good behaviour contributes well to their learning in class. Pupils demonstrate good learning skills, such as resilience and team work. Pupils' engagement with the learning activities is typically high. For example, in the Years 5 and 6 class, pupils took an active role in deciding how to approach the tasks of developing a systematic method to investigate algebraic patterns.
- Pupils' work is well presented and books are generally neat and tidy. The pupils take a real pride in their work and their school. They take an active role in the school through the four TED (Together Everyone Decides) groups, which are made up of all of the pupils and provide a forum for all to discuss and share their views about the school.
- Attendance has been above national averages for a number of years and the school works

closely with parents to keep absence down to a minimum.

The leadership and management requires improvement

- Leadership and management are not yet good because the quality of teaching has not improved quickly enough to raise the level of achievement of the pupils. When the headteacher was appointed she quickly identified key areas for improvement and has worked diligently to address these issues. The turnover of staff and the resulting difficulty in appointing high quality replacements have affected the pace of change.
- A middle leadership team has been developed and is now beginning to have an impact on the progress pupils are making.
- The school has reviewed and improved its provision for pupils with special educational needs and this has led to improved outcomes for those pupils. Inclusion and support are key aspects of the work of the school as it strives to ensure there is equality of opportunity for the pupils across the school.
- The school has sought support from the local authority, who has been able to work with the school more than in previous years. Training for staff and for governors has been provided and, through coaching and mentoring, the quality of teaching has improved and weak teaching has been eradicated. The school is now in a stronger position to move forward quickly.
- The curriculum is broad and balanced and now provides pupils with greater opportunities to practise their literacy skills in other subject areas. For example, the pupils were able to develop their writing through work in history on Second World War evacuees. Visits are used to stimulate learning and engage pupils, as well as providing life memorable moments.
- This is a very caring school and the ethos of friendship and looking after one another runs deep. Pupils' social, moral, spiritual and cultural understanding is excellent.
- The school has used the primary sport funding very effectively to raise the profile of sport within school, increase participation and improve the quality of physical education lessons. The school is active in inter-school competitions, such as the netball tournament a school team entered during the inspection. The school has made efforts to include all the pupils in sports, even taking Reception and Year 1 pupils to participate in a cross country event at another school.
- Safeguarding arrangements meet statutory requirements and ensure that the pupils are well cared for and looked after.
- **The governance of the school:**
 - In the past the governors have not been effective in holding the school to account for the progress pupils made. This is largely because they have not made good use of information on pupils' progress to provide the challenge necessary to the school. The governing body reviewed its work and re-organised in September 2013, resulting in governors working more effectively together to support school improvement. Although governors are now more involved in working to improve outcomes for pupils, there is not yet enough focus on the use of information on pupils' progress. The governing body has used the training provided by the local authority amongst others to raise skills, for example in comparing how well pupils perform against the national picture. The governors are now better able to review the outcomes of different groups of pupils, for example those with specific needs or in receipt of additional funding. They have a clearer understanding of how the school reviews the effectiveness of teaching and the link between the outcomes for pupils and salary rewards for staff. Governors review the quality of teaching from the headteacher's reports, which are now triangulated by more regular visits to see the school in action. The financial position of the school is reviewed closely, as are other sources of revenue such as the primary sport funding. The governors audit the safeguarding arrangements of the school annually to make sure that pupils are safe and looked after at school.

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	116378
Local authority	Hampshire
Inspection number	431013

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	106
Appropriate authority	The governing body
Chair	Mark Allies
Headteacher	Kirstie Richards
Date of previous school inspection	2–3 July 2012
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