

# St Joseph's Catholic Primary School, Derby

Mill Hill Lane, Derby, DE23 6SB

**Inspection dates** 4–5 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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' progress is not consistently strong across the school. Progress in writing lags behind the other subjects.
- Teaching requires improvement. Teachers do not always check pupils' understanding closely enough in lessons. At times, the work they set does not get the best out of pupils, particularly pupils of average ability.
- The guidance teachers give pupils through their marking does not always lead to improvement in pupils' subsequent work.
- In writing, pupils' use of grammar, spelling and their handwriting require improvement as do their skills in solving mathematical problems.
- Despite recent improvement, senior leaders and the governing body have not been able to secure enough gains for the quality of teaching and pupils' achievement to be consistently good.
- Checks made by leaders and governors' checks do not always focus on the impact of teaching on pupils' progress, particularly those of average ability.

### The school has the following strengths

- Teaching in Reception is consistently good and helps children to achieve well.
- Good or better teaching in Year 6 is helping pupils to make up some of the previously lost ground. As a result, pupils are currently on track to leave Year 6 well prepared for their secondary school.
- There has been a strong improvement in reading standards over the past year, particularly for pupils for whom the school receives the pupil premium.
- Pupils who speak English as an additional language are well catered for. As a result, they make good progress from their starting points, including those who join the school with little or no knowledge of English.
- Pupils' are keen and enthusiastic learners. Behaviour is good and pupils feel very safe at school.
- Parents and carers appreciate the care shown for their children at school.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, including four observed jointly with senior leaders.
- Meetings were held with a randomly selected group of pupils and with senior and middle leaders. The inspectors met the Chair of the Governing Body. They also met a headteacher from a neighbouring authority whose services the local authority brokered to support senior leaders in the school.
- Inspectors looked at a wide range of documents, including the school's records of current pupils' progress, a summary of the school's self-evaluation of its strengths and weaknesses, planning and monitoring documentation, records of behaviour, attendance and safeguarding arrangements.
- Inspectors took into account the 47 responses to the online Parent View questionnaire, and correspondence received.
- Inspectors also considered the 37 questionnaires returned by staff.

## Inspection team

Krishan Sharma, Lead inspector

Additional Inspector

Lin Bartlett

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- A higher proportion of pupils than average are from minority ethnic groups. More pupils than average speak English as an additional language, some joining the school with little or no knowledge of English.
- The proportion of pupils supported by pupil premium funding is below average. This is extra funding provided by the government to support pupils who are known to be or have been eligible for free school meals, and those cared for by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion who are supported at school action plus or through a statement of special educational needs is also below average.
- The school runs a breakfast club and a range of after-school clubs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in Year 6.
- The school has experienced considerable staff changes since the last inspection. Three teachers have left and two are currently on maternity leave.

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

- Improve the impact of teaching so that pupils across the school make consistently good progress by ensuring that teachers:
  - check pupils' progress and understanding in all lessons more closely
  - set work that makes all pupils think hard, particularly pupils of average ability
  - give consistently clear guidance through their marking that results in improvements in pupils' work.
- Improve pupils' achievement in writing and mathematics by:
  - ensuring that pupils spell and use grammar with greater accuracy, and that their handwriting is accurately and legibly formed
  - increasing opportunities for pupils to practise their calculation skills in a wider range of tasks.
- Strengthen leadership and management by ensuring that:
  - senior and other leaders monitor more sharply the impact of teaching on the progress that different groups of pupils make in lessons and in their written work
  - governors support and challenge school leaders to bring about greater consistency in teaching and achievement.
- An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Although there is currently an improving picture of pupils' progress, it varies too much throughout the school for their achievement to be good.
- Standards at the end of Year 6 are broadly average in reading, writing and mathematics, although they dipped significantly in writing in 2013. As pupils usually enter Year 3 with broadly average attainment, although in 2013 it was below average, this represents achievement in Key Stage 2 that requires improvement.
- Throughout the school, a few pupils of average ability do not make the progress they should. However, an increasing proportion of the most-able pupils throughout the school are now making good progress. In the current Year 6, a higher proportion of pupils than previously is working at, or is on track to, achieve the higher grades (Levels 5 and 6).
- The current Year 6 pupils are on track to show better results, particularly in reading and mathematics, but less so in writing. Progress in writing is getting stronger, but not in all aspects. Pupils can develop and sustain ideas through their writing and most can craft sentences that make sense. The samples of written work examined during the inspection show that some pupils lack accuracy in their use of grammar and spelling, and their handwriting is not accurately formed.
- Pupils' progress in mathematics is improving, although their skills in using mathematics in solving real-life and practical problems are not as strong as their calculation skills. Pupils enjoy performing mental and written calculations, and most are confident in explaining how they work things out.
- Progress in reading is strong. Pupils' developing phonics skills (linking letters and the sound they make) and the regular guided reading sessions are helping pupils to tackle unfamiliar words and read fluently. The current Year 1 pupils are on track to achieve much higher results in the Phonics Screening Check in 2014 after a serious dip in 2013.
- Most of the disabled pupils and those who have special educational needs make similar progress to their peers. The extra help they receive is accurately matched to their specific needs.
- Pupils who speak English as an additional language make good progress because the support they receive is well designed and helpful to developing English language skills.
- Children make a good start in the Early Years Foundation Stage. They enter the Reception year at levels below those typical for their age. Most of them make good progress in reading, writing and mathematics. At the end of Reception they are well prepared for their entry into Year 1. At the end of Year 2, standards are currently beginning to rise in reading, writing and mathematics, after being below average for two years
- At the end of Key Stage 2 in 2013, the attainment of pupils supported by the pupil premium in reading, writing and mathematics combined was very close to that of other pupils in the school. The gap had narrowed from the previous year, when this group of pupils were about six months behind their classmates in reading, writing and mathematics, because progress is accelerating. The school's own analysis shows that the gap is narrowing further for currently eligible pupils.

**The quality of teaching requires improvement**

- Teachers' monitoring of pupils' progress is not always as sharp as it should be. This means they do not gain a complete view of pupils' understanding and are not able to move pupils on to the next stage of their learning sooner. At times, the guidance given through marking is not clear and it does not lead to improvement, because teachers do not check often enough whether pupils follow it up in their later work.
- Not all teachers give pupils work that is demanding enough, particularly for those of average ability. Consequently, they do not always make the best possible progress. This holds back progress in writing and in mathematics.
- Adults support the Reception class in a wide range of exciting activities that appeal to the children. As a result, they engage enthusiastically with their learning and achieve well. Adults successfully encourage children to explain what they are doing, and this helps them think. The extra help teaching assistants provide throughout the school aids identified individual and groups of pupils to learn well. They get to know these pupils which helps them to meet their needs accurately.
- Learning is most effective when teachers pass on their passion for the subject they teach. They ask searching questions to extend pupils' thinking and their expectations are high.
- More effective teaching of phonics and reading, recently, has led to the rising standards in reading. The teaching of reading is getting much stronger as a result of relevant staff training and the use of new technologies, like blogging, that excite and engage pupils in their work.
- Pupils who speak English as an additional language are well supported and most of them achieve well as a result. The teaching of disabled pupils, and those who have special educational needs and those known to be eligible for pupil premium is carefully targeted to improve their achievement in the basic skills as well as their personal development.

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

- The behaviour of pupils is good. Staff and most pupils are pleased with standards of behaviour at the school. A few parents expressed some concern with behaviour in school, which the inspection evidence was not able to endorse. The management of behaviour is consistently good.
- Pupils are eager to learn and largely remain enthusiastic. In a small number of lessons where teaching does not maintain pupils' interest, it rarely leads to disruption. Pupils work very well together in pairs or in groups as well as individually. They concentrate well and do their best. Most pupils take pride in their work.
- Relationships are harmonious between the different groups present in the school. Pupils are well mannered and considerate. They care deeply about their own and others' safety.
- The school's work to keep pupils safe and secure is outstanding. Parents and pupils agree that the school is a very safe place for pupils. Almost all parents who responded to the online Parent View survey acknowledge that the school looks after their children extremely well.
- Staff have successfully raised pupils' awareness of bullying. As a result, pupils fully understand the forms bullying can take, such as name calling and the misuse of the internet. They assured

the inspectors that bullying is extremely rare and is dealt with promptly, if it occurs.

- Attendance remains above average overall for all sizeable groups of pupils. A trend of no exclusions is well established.

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

- Leaders and managers have not secured consistently good teaching over time to bring about pupils' good achievement. Steps taken so far to improve the quality of teaching and pupils' achievement have produced some notable success, but inconsistencies remain in both areas.
- The school's priorities for improvement are the right ones, but their details are not clear enough to help senior leaders in monitoring their implementation.
- Checks made by senior and other leaders during lessons and the review of pupils' work do not focus enough on the impact teaching has on the progress of different groups. This means leaders do not have a full picture of the quality of teaching to iron out inconsistencies.
- Reviews of pupils' progress data assist senior leaders, staff and governors in knowing how different groups perform and to identify pupils who would benefit from intervention. Extra help provided for pupils who need it ensures that their equal opportunities are effectively promoted.
- Subject leaders keenly lead developments in their areas of responsibility. Those leading English and mathematics are already making a difference, but recognise that there is still more work to be done. Rising standards in reading and exciting developments in the use of information technology in the teaching of writing reflect the school's growing capacity to improve.
- Arrangements for the management of teachers' performance now in place establish clear links between decisions on teachers' pay and their performance in the classroom. Staff training takes into account teachers' individual targets and the school's priorities for improvement.
- Pupil premium is used well to provide one-to-one and small group activities for eligible pupils. The additional support is increasingly effective, not only in improving achievement, but also in its impact on pupils' personal development.
- The use of primary sports funding has led to an increase in pupils' participation in a wide range of physical activities and competitive events. External expertise is used well to improve pupils' physical fitness, their awareness of healthy lifestyles, and the teaching of physical education in the school.
- The range of taught subjects and activities are suitably focused on developing pupils' basic skills and their personal qualities. The extensive range of enrichment activities; including the breakfast club and the planned curriculum promote pupils' spiritual, moral, social and cultural development well.
- Most parents are very satisfied with their links with the school. They have confidence in the school and would recommend it to others.
- Recently, the local authority brokered the services of a headteacher from a neighbouring local authority to work with senior leaders. The impact of this continuing support is yet to be fully felt.

■ **The governance of the school:**

- The governing body keeps itself adequately informed about pupils' performance data and how it compares with other schools nationally. It is aware of the strengths in teaching, but is less clear about the detail of its weaknesses and this limits its effectiveness in supporting and challenging the school.
- The governing body has put in place arrangements that establish links between teachers' performance in their classroom and decisions about their pay in order to recognise good and tackle less than good teaching. It is sufficiently skilled and willing to hold senior leaders to account for the inconsistencies in the school's performance.
- Governors have a good grasp of how pupil premium and primary school sports funds are being used and to what effect. They ensure that the school's safeguarding arrangements meet current requirements.

## 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>	112926
<b>Local authority</b>	Derby
<b>Inspection number</b>	443871

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>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Rimmer
<b>Headteacher</b>	Tracey Churchill
<b>Date of previous school inspection</b>	26 April 2010
<b>Telephone number</b>	01332 361660
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