

St Joseph's Catholic Primary School

Kennedy Drive, Goole DN14 6HQ

Inspection dates

20–21 October 2015

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, including governors, have not made sure that pupils make good progress to reach the standards expected by the time they leave the school.
- Pupils do not achieve as well as they could, particularly in reading and writing. This is because teaching does not always offer sufficient challenge.
- Teachers do not consistently use the school's agreed methods in their marking and to help pupils make the best progress in lessons.
- Provision in Early Years is not strong enough to prepare all children well for Year 1.
- Pupils do not always show a good attitude to learning as they do not quickly respond to instructions from teachers. At break times some behaviour is too boisterous.
- Parents do not universally support the school. Some parents feel that their concerns are not fully considered by the leaders.

The school has the following strengths

- Attendance is high and leaders are not complacent as they continue to challenge all pupils to achieve full attendance.
- Changes in the school over the last 12 months have increased the school's capacity to improve teaching, learning and assessment.
- Pupils' spiritual, cultural and social development is strong due to the wide range of activities provided by all staff.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring
 - information about the quality of teaching, learning and assessment and outcomes for pupils is analysed precisely, so plans are based on what is known to be effective
 - plans to improve the school are specific and measurable, so that governors can check that they are working
 - work to engage parents in their children's development is effective.
- Improve the outcomes for all pupils by ensuring
 - teachers consistently use the school's agreed methods for marking and give time for pupils to respond to the guidance they give
 - teachers plan lessons that extend what pupils already know and can do, and give them opportunities to deepen their understanding
 - teachers make sure that pupils' reading and writing skills are developed across all subjects.
- Improve the effectiveness of the early years provision by
 - ensuring phonics (letters and the sounds that they make) are modelled accurately by staff
 - extending the range and quality of opportunities for children to develop their mathematics and speaking skills and their physical development, both inside and outside the classroom.
- Improve pupils' behaviour and moral development by ensuring
 - all staff have high expectations of behaviour of all pupils
 - pupils understand that name calling and being over-boisterous at playtimes are not acceptable because of the impact they have on other pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leaders have not done enough to stop the decline in pupils' achievement over the last three years. The developments introduced by the new headteacher have not been fully implemented by all staff, so the potential for them to be effective is diminished.
- Leaders collect a great deal of information by monitoring the work of the school, but do not use this well enough to target improvement work precisely. As a result, plans to develop the work of the school do not specifically describe what success will look like. This means governors and senior leaders cannot check if the school is improving.
- A significant proportion of the parents who responded to Parent View (Ofsted's online questionnaire for parents) expressed concerns about the work of leaders and other aspects of the school's work, even though there was a positive response to the school's own survey of parents. Leaders need to do more to engage productively with parents so they are on board. This is recognised by the headteacher.
- Leaders' use of performance management of all staff is being sharpened, and targets are now linked to pupils' progress. Teachers and teaching assistants appreciate the developments being introduced by the headteacher, including the training provided, so they can meet the professional standards required.
- The range of subjects and opportunities pupils experience are good and pupils enjoy being involved, so their spiritual, cultural and social development is strong. Taking part in different sports is encouraged and a growing range of music activities is provided. Pupils are being prepared to be good citizens; the school council is active and is helping to drive changes in school. Respect and support for others in need of help are threaded through the life of the school, reflecting Catholic, as well as British, values. Aspects of the pupils' moral development require improvement because not enough pupils recognise the impact their behaviour has on others.
- The local authority has provided appropriate support to leaders, following the headteacher's recognition that the school is not providing a good standard of education for the pupils.
- **The governance of the school:**
 - does not have the necessary impact because plans to improve the school are not precise enough for governors to check if they are successful
 - has developed over the last 12 months, resulting in a more active and challenging governing body. The records of the governing body's meetings show governors know the outcomes for pupils require improvement. Governors challenge leaders about what needs to be done to improve the standards achieved by the pupils. They visit school regularly to check the work of leaders and are effective in using the school's resources, including ensuring teachers' performance is managed and rewarded appropriately.
 - ensures that additional funding for disadvantaged pupils, disabled pupils and those with special educational needs is used as intended. However, as with other groups of pupils in school, this is not leading to good outcomes. The physical education (PE) and sports grant is used effectively to increase pupils' health and well-being.
- The arrangements for safeguarding are effective. Leaders make sure work with other agencies supports vulnerable pupils and their families well. This includes additional support from the Catholic Care Service to help pupils who experience emotional difficulties.

Quality of teaching, learning and assessment requires improvement

- Teaching, learning and assessment are inconsistent across the school, and as a result are not strong enough to make sure pupils make sustained progress across all subjects from their various starting points. Teachers do not consistently use the school's procedures for letting pupils know how to improve their work, or give them time to respond to advice. This means that pupils do not get the chance to practise or extend their skills and understanding.
- Teachers, including in early years, do not always plan work that reflects what pupils already know, understand and can do. This means some pupils struggle with work that is too hard and others are not challenged enough to build on what they already know. Teachers' questioning skills are variable. In the most effective lessons, teachers target different questions at different pupils, making sure

misunderstandings are cleared up. This is not the case in all lessons.

- Work in pupils' books from the start of the current school year does not show consistently strong progress. In some classes, in some subjects, all pupils are doing the same work regardless of what they have already achieved.
- Pupils' writing in Key Stage 1 shows progress over a short period of time. This is due to very precise examples provided by the teacher about how pupils should hold their pencils and sit up to the table when writing. Less precise explanations lead to slower progress in other year groups.
- Teaching assistants are used effectively to support individual pupils and small groups. Examples of highly effective questioning, which modelled how pupils can extend their knowledge, were observed.
- Teachers' assessment of what pupils know, understand and can do is accurate and is checked by teachers in other schools. When teachers use this information to help them plan lessons, teaching and learning are strong, but this is not the case often enough to lead to good progress.
- Pupils who are falling behind are identified every half term and extra teaching sessions are arranged to help them catch up. For some pupils this works well but for others it is less effective because the teachers do not work out why the pupils are falling behind and what specific extra help they need.
- Pupils develop a love of reading and several were seen reading outside at breaktime. Pupils heard reading during the inspection had a range of skills to help them read and understand new words. Some pupils re-read the same book, a concern some parents identified. This slows pupils' progress.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Pupils are proud of their school and of recent improvements and wear their new uniform with pride. The school's values of truth, love and compassion are evident in most areas of the school.
- Leaders ensure the environment is safe and well cared for and make sure robust risk assessments enable all pupils to take part in activities safely. This includes residential experiences for Years 5 and 6.
- Pupils learn to keep safe and describe how they use their knowledge of e-safety to keep themselves safe when out and about after school. However, a few pupils' descriptions of how they accepted friends in on-line games indicate they do not fully understand lessons about how to keep safe on social networks.
- Leaders make sure pupils' physical development is encouraged by providing a healthy breakfast club and healthy meals, as well as encouraging participation in a range of sporting activities. Additional support for pupils who experience difficulties with their emotional health is effective and valued by pupils and parents.
- Years 5 and 6 pupils are aware of the meaning of the word 'extremism', but cannot link it to current or past world events. Planned topic work, linked to their transition to secondary school, addresses this gap in their knowledge.

Behaviour

- The behaviour of pupils requires improvement. Pupils do not always respond quickly enough to instructions from staff. When this happens in lessons, in some Key Stage 2 classes pupils miss key pieces of information. As a result, some pupils' progress is slowed.
- At breaktimes some pupils are too boisterous and do not realise how this worries other pupils. Some name calling and teasing was heard during the inspection. Pupils say that name calling and teasing happens but is reducing. They say the headteacher shows them how being 'calm and civilised' helps them to sort out differences. A significant proportion of parents who responded to Parent View expressed concerns about bullying and pupils' behaviour. Inspection evidence does not confirm the extent of the parents' worries but does indicate that all staff need to ensure all pupils understand the impact of name calling and their behaviour on other pupils.
- Some pupils do not think through the risks they are taking in everyday activities, for example when eating and drinking while playing ball games at breaktimes.
- Pupil's attendance is high and above the local and national averages. Leaders are not complacent and their accurate analysis of patterns of attendance means they intervene early when attendance for individuals or groups starts to decline.
- Children in early years and in Years 1 and 2 are keen to learn and show positive attitudes to a range of different activities and approaches taken by teachers. Keenness to learn is less evident in some Key Stage 2 classes.

Outcomes for pupils

require improvement

- In Key Stage 2 not enough pupils make the progress that is expected of pupils in other schools, particularly in reading and writing. As a result, they do not achieve the standards expected for their age. Boys do not achieve as well as they should in mathematics, reading and writing. Very few pupils made rapid progress compared to pupils in other schools. This is why outcomes for pupils require improvement.
- In 2015, the most-able Year 6 pupils did not reach the higher standards expected of them in reading, writing, mathematics or English grammar, punctuation and spelling. The proportion of pupils achieving the expected standard in mathematics was higher than in other schools.
- Inspection evidence confirms that while progress in Key Stage 2 across a range of subjects is improving, it is not rapid enough to ensure that pupils will reach the standards they are capable of unless teaching, learning and assessment are improved further.
- Key Stage 1 pupils, including the very small number of disadvantaged pupils, reach standards that are similar to pupils in other schools in reading, writing and mathematics. The standard reached by pupils whose first language is not English is lower than other pupils in this key stage. Progress continues to be stronger in Key Stage 1 than in Key Stage 2.
- In 2015, fewer Year 1 pupils reached the expected standard in phonics than in previous years in the school and compared with other schools. Current teaching of phonics in early years is not precise enough to improve this outcome.
- Across the school the very small number of disabled pupils and those with special educational needs make varied progress from their different starting points. Recent developments in taking these pupils' views into account are beginning to have a positive impact on their progress.
- Pupils in Years 5 and 6 benefit from a well-developed transition to secondary school. The activities include joint topic work and musical events.

Early years provision

requires improvement

- Leadership of early years provision, identified as Foundation Stage in the school, is developing. Leaders have identified areas that need to improve, but the plans to do so are not specific enough to bring about change that can be measured.
- Children start in the early years provision with a level of development below that typical for their age and not enough make the progress they need to in order to reach a good level of development before they move into Year 1. Their development in mathematics and speaking skills, and in their physical development, is slower than in other areas of development.
- Teaching is not strong enough to ensure children achieve a good level of development. The teaching of phonics requires improvement as staff do not model the sounds letters make precisely enough. Children at different levels of development and disadvantaged children are not challenged or supported in different ways, so the progress of the most able is slower than it should be and the disadvantaged do not catch up quickly enough.
- The provision requires improvement of the outdoor facilities to help develop the children's physical skills. More activities to promote rapid development of mathematics and speaking skills are also required. These have been identified as areas for improvement by leaders, but plans are not specific enough to secure the fast pace of change required.
- The children's behaviour is good. They are learning to share and take turns. They demonstrate a real eagerness to learn, particularly during a period of direct instruction, when they sit very still, listen intently and hold their marker pens beautifully.
- The recent introduction of a system for recording children's achievements, shared with parents online, is having a good impact, as parents are more engaged with their child's learning at school and contribute to the on-going assessment of their development.
- Safeguarding and all welfare requirements for early years are met, and children benefit from the school's caring and inclusive ethos. Staff have appropriate training and are continuing to develop their skills.

School details

Unique reference number	118045
Local authority	East Riding of Yorkshire
Inspection number	10002998

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	109
Appropriate authority	The governing body
Chair	Catherine Murphy
Headteacher	Tina Barry
Telephone number	01405 762607
Website	stjosephscatholicprimarygoole.co.uk
Email address	stjoseph@eastriding.gov.uk
Date of previous inspection	15–16 May 2012

Information about this school

- St Joseph's Catholic Primary school is a smaller than average-sized primary school, voluntary aided by the Catholic Diocese of Leeds and maintained by the East Riding of Yorkshire council.
- Due to the small number of pupils on roll and therefore the very small number of different groups of pupils, comparisons with pupil outcomes in other schools have been used with due caution.
- The proportion of pupils who are eligible for Pupil Premium funding (the additional money provided to support pupils who are disadvantaged) and disabled pupils and those with special educational needs is broadly in line with other schools.
- The proportions of pupils from minority ethnic backgrounds, predominantly Eastern European, and of pupils for whom English is not their first language, are above those typically found in schools. In early years there is a higher proportion of pupils whose first language is not English than elsewhere in school.
- The headteacher has been in post since September 2014 and there have been a significant number of other staff changes in the last 12 months.
- The school provides a daily breakfast club for pupils and transport to an after-school club at another school.
- Leaders work with the Goole Area Schools Partnership (GASP); Wakefield and out of authority Catholic Partnership of Schools and Bishop Konstant Catholic Academy Trust.
- The school meets the national floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- The inspection was initially conducted under Section 8 of the Education Act 2005. Due to concerns about the current effectiveness of the school, the inspection converted to a Section 5 inspection under the same act.
- The inspector visited each of the four classes on several occasions for varying lengths of time, jointly with the headteacher. Pupils' arrival at school and breaktimes was observed. Discussions with pupils were held informally at breaktimes and during a meeting with Year 5 and 6 pupils.
- Twenty-five responses to Parent View (Ofsted's online questionnaire for parents), including four written responses, were considered, and the inspector met with parents at the start of the school day. Nine responses to Ofsted's questionnaire for staff were received and considered.
- The inspector met with the Chair of the Governing Body and three other governors, a representative of the local authority, teachers with leadership responsibility and a group of teaching assistants.
- Pupils' work in books and assessment samples were scrutinised as well as a wide range of information provided by the school about pupils' progress and attainment.
- Documents provided by the school, including minutes of the governing body meetings, behaviour and attendance records and records of work to keep pupils safe and well were reviewed by the inspector.
- Meetings with the headteacher and deputy headteacher were held throughout the course of the inspection.

Inspection team

Susan Hayter, lead inspector

Her Majesty's Inspector

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