

St Joseph's Catholic Primary School

Inspection report

Unique Reference Number	118045
Local Authority	East Riding of Yorkshire
Inspection number	312792
Inspection dates	5–6 March 2009
Reporting inspector	Graeme Clarke

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	103
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Kettlewood
Headteacher	Mrs Diane Marten
Date of previous school inspection	1 May 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Kennedy Drive Goole East Yorkshire DN14 6HQ
Telephone number	01405 762607

Age group	4–11
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01405 762607

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This smaller than average size primary school serves families in Goole, a locality with social disadvantage. An average number of pupils are eligible for free school meals. Most pupils are from White British families. Others, mainly from Poland, are learning to speak English as an additional language. The overall proportion of pupils with learning difficulties is broadly average, although a higher than average number has a statement of special educational need. Early Years Foundation Stage provision is in the Reception Year.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides its pupils with a satisfactory education. It is an improving school and some aspects of its work are good. The recently appointed headteacher and her new leadership team provide sound educational direction of the school's work for everyone. Together they successfully promote the school's Christian values and foster the philosophy that every child does matter. Sound teaching and a good curriculum, with well planned opportunities for pupils to learn beyond the classroom and contribute to their community, help them to develop good personal qualities. Pupils' accomplishments reflect satisfactory achievement. The school's care, guidance and support for its pupils are good. Strong links with the church, local authority and community further support pupils' well-being. An open, receptive approach makes a distinctive contribution to the partnership with parents. Improved attendance is now at the national average. The school is impressing on parents the adverse effect on pupils' education when they take holidays in term-time. Many parents have confidence in the school and value the information they receive. One parent's comments sum up their views: 'I am delighted at the progress both my children are making at St Joseph's. The lunchtime and after-school activities are outstanding for such a small school. The weekly newsletter is a joy to read. Activities have brought the whole community together and the children look forward to the various events.'

After a good start in the Reception class, pupils make satisfactory progress to reach broadly average standards by the end of Year 6. Fewer than anticipated of the more able pupils reached the highest level in both Years 2 and 6. Overall, teaching is satisfactory. While some pupils are doing well as a result of more successful teaching, teachers do not consistently give all pupils precise targets to aim for and marking does not always give clear pointers to improve. Although information about pupils' progress is scrupulously collected and used effectively to help anyone falling behind, it is not sufficiently used to support all pupils to reach the highest standards in English and mathematics. The school has identified these issues and has a clear strategy ready for implementation to address them.

Pupils are very aware of the importance of diet, exercise and hygiene to a healthy lifestyle. The school deservedly holds the Healthy Schools and Activemark awards. Behaviour is excellent. Pupils act safely, considerately and politely in and out of lessons. They are keen to answer questions, work enthusiastically and thoroughly enjoy school. Pupils are delighted when they do well and happily share the endeavours and success of others. They willingly contribute in many ways to their school, local and wider community and are well prepared for their future education.

Leadership and management are satisfactory. The leadership team, working with governors, has thoroughly addressed the issues for attention raised at the last inspection. Diligently managed arrangements for monitoring the quality of teaching and helpful support for inexperienced teachers is improving learning. The school makes satisfactory use of its resources and achieves satisfactory value for money. This is an inclusive school which actively involves pupils from all backgrounds and effectively promotes cohesion and understanding locally and internationally. Governors and senior leaders are strongly committed to raising standards and this, together with the school's clear track record of progress over the recent past, indicates a good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a good start to their primary school education in the Reception class. Staff offer a high level of care and appropriate support. Children settle quickly, develop confidence and become totally immersed in activities which strike a good balance of opportunities to learn in and out of doors. Good teaching stems from effective collaboration between teachers and assistants, and leads children to learn well in all areas of the curriculum. Meticulous, exemplary arrangements for monitoring and recording children's progress lead to a carefully personalised weekly programme. Children's involvement in activities that they initiate or adults support is diligently guided as a result.

Children's knowledge and skills on entry to the school varies from year to year. Most children make good progress across the Reception year from their starting points. For example, when children began Reception in 2007, their skills and knowledge were below those typical for this age group, notably in language development and their knowledge and understanding of the world. Most children made good progress in all areas of learning especially personal and social development so that, by the end of Reception, they reached levels that are typical for children their age. The school's efficient recording of children's progress shows that children who are currently in the Reception class are making markedly good progress, particularly in language development. Accurate evaluation and well thought through development planning by the Early Years Foundation Stage leadership shows determination to improve further and promote greater progress and higher achievement.

What the school should do to improve further

- Ensure more able and talented pupils make the progress and achievement expected of them in English and mathematics.
- Consolidate arrangements to ensure all teachers consistently use challenging targets precisely and give clear pointers to improvement when marking pupils' work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. From starting points that are broadly average when they begin Year 1, pupils reach broadly average standards by Year 6. Standards in the statutory assessments in Year 2 were average in 2008, and fell a little from 2007. In Key Stage 2, standards in English and mathematics were broadly average and science fell to below average in 2007. Provisional results in 2008 for English and mathematics were similar to those in 2007 and improved noticeably in science. Care is needed making year-on-year interpretations in both key stages because the number of pupils in the year groups is small. Results in 2008 met the statutory targets which in themselves were not sufficiently challenging. Although pupils' achievement is satisfactory overall, more able pupils in both Years 2 and 6 do not reach the higher levels expected of them. Boys and girls attain equally well. The very few pupils with learning difficulties and/or disabilities all achieve satisfactorily to reach standards comparable with their counterparts nationally. The achievement of pupils with English as an additional

language is also satisfactory. Pupils currently in Year 6 are working at levels expected for their age and are on course to reach the targets set for them.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Good spiritual, moral, social and cultural development results from the contribution of assemblies, religious education, personal, social and health education, team-working and the arts. Pupils have an excellent understanding of personal hygiene and how to remain healthy through appropriate choices in diet, by taking exercise and playing sports enthusiastically. They have a very good understanding of the need for safe conduct in relation to their own welfare and towards others, of road safety and safe use of the Internet. Enthusiasm and involvement characterise pupils' enjoyment of school. They contribute ideas keenly in many lessons and talk warmly of their friendships. Pupils' behaviour is exemplary in and out of lessons where they are considerate and polite towards others. They take pride in their contributions to school life and its environment; willingly taking responsibility as monitors, playground leaders and school councillors. Participation in worldwide charitable causes and activities within the town, such as carol singing and the 'Lifestyle Group', extend their understanding of community cohesion. Pupils build on many opportunities for team-working and experience of enterprise and, although their basic skills are average, strong links with their partner high school ensure they are well prepared for their future.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory. At best, teachers' understanding of how pupils learn is put to good use in the skilful way they plan lessons. In these lessons, teachers have realistic expectations of pupils and inspire them to learn. Activities are well suited to pupils' needs and build on their earlier work. Pupils are strongly motivated to work hard independently or especially in groups where they are keen contributors in skilfully managed discussions. They respond enthusiastically to questions and answer confidently and clearly. This consolidates their learning well.

Occasionally, questioning and listening last for too long. In turn, the first signs of inattention become evident and the pace of learning then slows. Marking is frequent and often praises pupils' accomplishments. However, it is often inconsistent in the way it relates to targets set for pupils' work and pointers to improve are sometimes unclear or not followed through.

Curriculum and other activities

Grade: 2

Pupils benefit from a good, wide and balanced range of activities in all subjects. Recent developments to teaching reading and mathematics and the use of information and communication technology since the last inspection are now having a positive impact on language and numeracy development. Participation in a wide variety of community activities reflects their good contribution to pupils' cultural development. Visits and visitors, assemblies, religious education and the recently introduced new approach to social and emotional education further enhance pupils' skills and understanding. Along with a good and popular range of extra-curricular activities, time at a residential outdoor activity centre helps develop team-building skills and add to pupils' good spiritual, physical, social and cultural development.

Pupils thoroughly enjoy physical activities and are delighted with their success in competitive sport. Many opportunities for involvement with the school and local community, added to by a wide perspective of religious and day-to-day life elsewhere all foster community cohesion well.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school carefully fosters an ethos of consideration and respect in keeping with its Catholic foundation and, in consequence, key aspects of care and support for pupils are good. Pupils speak fulsomely about the friendly nature of the school and say they feel safe because adults sort out deal with any problems quickly. The school meets requirements for safeguarding pupils' welfare, for example through its arrangements for child protection, health and safety and recruitment. Procedures acting on information about pupils' academic performance are developing well. Following regular reviews of progress, the school provides closely tailored additional support to pupils who may be at risk of falling behind. However, these procedures are not yet used sufficiently well to ensure that all more able and talented pupils reach levels expected of them. Vulnerable pupils, those with learning difficulties and/or disabilities and those learning to speak English are helped to make satisfactory progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new senior leadership team works well together. Following a period of staffing instability which adversely affected pupils' progress, the situation is now settled. Senior staff diligently review the school's work. Monitoring of teaching is carried out but has not yet ensured consistency in the use of challenging targets or marking of pupils' work. Staff check that support is given to help recently qualified teachers improve the quality of learning. Governance is satisfactory. Governors have a good grasp of the school's strengths in relation to pupils' personal development, and are clearly determined to raise standards. They ensure that the school is competently managed, that it meets all statutory requirements and that it promotes community cohesion well. Self-evaluation is accurate and focuses sharply on evidence for success and development. The leadership team identifies appropriate priorities and plans well to raise standards and achievement. The school is aware that current targets are not sufficiently challenging. Decisions taken and actions put in place are now beginning to have an impact on pupils' progress, which augurs well for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

9 March 2009

Dear Pupils

Inspection of St Joseph's Catholic Primary School, East Riding of Yorkshire, DN14 6HQ

I really enjoyed my visit to inspect your school. Thank you for helping me when I came into your assembly and classrooms to see you at work. You were very polite and helpful, and I did enjoy talking with those of you whom I met. I know the headteacher and all the staff are very proud of you. I was delighted to see how much you like to take part enthusiastically in activities during and after school, how you value the friendships you make and the help you get. You are very well behaved and polite to others in lessons and around the school. I was pleased to see how you contribute to school life, for example as school councillors and play leaders and how you help others through the many charities you support.

Your school gives you a satisfactory education. It is warm and welcoming and well organised. All the adults in the school look after you very well and that is why you feel safe and happy. You make good progress in the Reception class and satisfactory progress in Years 1 to 6. Standards are broadly average but some of the more able pupils do not do as well as expected. I also noted that the Year 6 results in science showed an improvement last year. When I looked at your books, I liked the way your teachers often tell you how well you are doing but they do not always tell you clearly enough what they expect you to do and how you can improve.

I have asked your teachers to help more able pupils to do better. I have also asked them to help all of you further by being more precise when they let you know what they expect each of you to do, and in the way they give you pointers to improve your work.

You have very many opportunities at St Joseph's Roman Catholic Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours faithfully

Graeme Clarke

Lead inspector