

# St Joseph's Catholic Primary School

## Inspection report

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<b>Unique Reference Number</b>	101235
<b>Local Authority</b>	Barking and Dagenham
<b>Inspection number</b>	335683
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Madeleine G'rard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Bremner
<b>Headteacher</b>	Emlin Bunn
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	The Broadway Barking Essex IG11 7AR
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about 50% of the inspection time looking at learning, observed 13 lessons, saw nine teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at work in pupils' books, reports from advisers working at the school, tracking data showing pupils' attainment and the progress they are making, the school's improvement plans, monitoring records and 68 responses to the questionnaire sent to parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Whether teaching is sufficiently challenging for all pupils, particularly for those who are more able.
- How effectively improvement planning is bringing sustained improvements in provision.
- How successfully the school is securing consistently good behaviour.

## Information about the school

This is a smaller than average primary school with a Nursery. Pupils come from a wide variety of different backgrounds. The proportion of pupils speaking English as an additional language is much higher than that found nationally and many are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average. Most of these pupils have moderate learning difficulties or need help to settle in class. The headteacher joined the school in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

St Joseph's provides a satisfactory standard of education. Pupils enjoy school. Pupils appreciate the clubs and enrichment activities that the school organises to bring the curriculum to life. For example, during the inspection pupils in Year 1 enjoyed a drama workshop exploring children's toys during the reign of Queen Victoria. They have a good awareness of how to keep themselves healthy. Pupils' attendance is a particular strength. It is consistently high for all groups of pupils and reflects the school's effective work to promote regular attendance and good punctuality.

Children get off to a satisfactory start in the Early Years Foundation Stage. There is an appropriate balance between activities for children to choose for themselves and tasks led by adults. The school has taken steps to develop the use of outdoor areas in the Early Years Foundation Stage. Nevertheless, opportunities are restricted for pupils to practise and develop their skills outside. The quality of teaching through the rest of the school is satisfactory so that pupils' progress in their learning is satisfactory. Teaching is sometimes good but it is not consistently good enough across the school to ensure that pupils learn and progress consistently well. Systems to track pupils' progress regularly have recently been introduced and are helping the school to check how well pupils are doing. However, planning does not use assessment information well enough to ensure that pupils are always set suitably challenging tasks. Consequently, expectations about what the pupils can do are not always high enough, particularly for more able pupils, and the pace of learning is not always as swift as it should be. Some marking in pupils' books suggests how pupils can improve their work, but this is not consistently the case. Through perceptive and accurate self-evaluation, the new headteacher has a good understanding of the school's strengths and where improvements are needed. Priorities for action are appropriately focused. Steps have been taken recently to accelerate improvement with green shoots now beginning to come through. For example, training for staff has been successful in improving the way behaviour is managed so that the very large majority of pupils settle to work quickly. However, evaluation of the school's work does not systematically involve all leaders, managers and governors in monitoring provision in order to secure swift improvements. Given its recent track record in improving behaviour, enhancing the provision in the Early Years Foundation Stage, developing the promotion of healthy eating, establishing systems to check the progress pupils are making and the quality of work observed, the school's capacity for sustained improvement is satisfactory.

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

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- Ensure that teaching enables all pupils to learn and progress consistently well through the school by:
  - making sure that teachers have a shared understanding of the pace, challenge and expectation required so that all pupils do as well as they can
  - using information from assessments and marking to plan appropriately challenging tasks for all pupils, particularly the more able
  - ensuring pupils consistently know what the next steps are in their learning in order to move up to the next level in their work
  - increasing opportunities for pupils to conduct investigative tasks in science.
- Develop children's learning by using the outside areas in the Early Years Foundation Stage more effectively.
- Enhance the skills of leaders and managers at all levels including governors in monitoring the quality of the school's provision in order to bring about swift improvements.

**Outcomes for individuals and groups of pupils****3**

Rates of learning and progress are satisfactory. There are some examples of good progress but this is not consistent. In a literacy lesson, pupils were successfully writing and editing newspaper articles in pairs and small groups. Tasks were clearly explained and adapted to the range of abilities in the class. In a mathematics lesson, when more able pupils were set tasks from the text book that were insufficiently challenging for them, their learning and progress in their work was only satisfactory. Attainment at the end of Year 6 is broadly average although weaker in science than in English and mathematics because opportunities to develop skills in science investigations are sometimes limited. Few pupils reach the higher levels in national tests. Pupils' achievement and enjoyment are satisfactory overall. Pupils learning English as an additional language, those who struggle with basic literacy and numeracy and pupils who need help in order to settle to their work make satisfactory gains as a result of the support they receive.

Visitors from local emergency services, guidance on road safety and cycling proficiency training ensure pupils have a sound understanding of how to keep themselves safe. Behaviour is satisfactory. Most pupils behave well and have positive attitudes to learning although a small minority are overly boisterous at playtimes. Through the school council, pupils make a positive contribution to the community. For example they recently introduced the daily sale of fresh fruit at break time, reflecting pupils' positive attitudes to keeping healthy. Within the local community, the school is establishing links with the neighbouring historical site through a project to develop Abbey Green. The school choir sings in the local church and pupils donate harvest goods for local distribution. Pupils, parents and carers enjoyed a variety of activities during the newly introduced Black History Month celebrations. This promoted pupils' awareness of a variety of different cultures.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teachers make good use of resources to explain tasks clearly and review pupils' learning. This helps to motivate pupils. When some pupils are not sufficiently challenged or when teachers involve only a few pupils in discussions the pace of learning drops, progress slows and a few pupils sometimes become distracted. The data gathered from assessments are not always used to ensure all pupils are doing as well as they can. Pupils' awareness of what they should do to improve their learning is variable because marking and target setting do not always make clear how to move up to the next level in their work.

Literacy and numeracy are rightly prioritised. However, opportunities for pupils to develop their skills in science through regular investigations are more limited. There are some links between subjects. For example, pupils used computers to produce pictures in the style of the artist Jackson Pollock. However, opportunities are sometimes missed to promote pupils' basic literacy and numeracy skills across a range of different subjects. Pupils enjoy a variety of sporting activities including swimming in Years 2 to 6 at the local sports centre. There are a number of popular extra-curricular clubs including

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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football, netball, African drumming, gardening and recorder playing. Visits to local places of interest develop pupils' knowledge of the local area and support their learning effectively.

Pupils receive the appropriate care and guidance that they need so their personal skills develop satisfactorily. There are effective partnerships with a wide range of outside agencies to support vulnerable pupils and their families. Through the work of the family support worker and close links with the local children's centre, the school is helping parents and carers to support their children's learning and well-being. For example, a visit to a museum encouraged fathers and male carers to enjoy activities with their children and a recent workshop explored good sleeping habits. The newly established breakfast club for pupils ensures a healthy and calm start to their day. Here, a variety of board games, crafts and shared responsibilities to tidy up further promote pupils' personal and social skills.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The new headteacher has a clear vision for the school and is taking appropriate steps to improve outcomes for pupils. Because many developments are quite recently introduced, there has not been enough time to see their impact fully. Consequently, leaders drive improvement and embed ambition soundly so that provision and outcomes are satisfactory. Equality is promoted and discrimination tackled adequately because the school's systems for monitoring achievement, enjoyment and teaching are not always as effective as they should be to bring about swift improvements.

In the past, governors did not hold the school sufficiently to account over pupils' outcomes and the quality of provision. They are now working more closely with the school and are taking an active part in helping the school to improve further. For example, leaders and governors have taken steps to improve the provision for computing in the school. The safeguarding of pupils' health, safety and well-being is satisfactory because leaders and governors are sufficiently watchful. The promotion of community cohesion is satisfactory. Pupils' awareness of themselves as part of their school and local community is strong. However, their awareness of those who live in communities other than their own in the United Kingdom and globally is more limited.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children get off to a satisfactory start in the Early Years Foundation Stage. They generally work and play well together. For example, children in the Nursery enjoyed eating fruit and listening to a story together on the carpet. In Reception, children worked well in small groups making paper Chinese dragon puppets. Assessment systems are satisfactory. Records of ongoing observations are kept but are not always used to plan further learning. Children enjoy activities in the outdoor areas. For example, children in Reception enjoyed watering flowers and throwing balls into a basketball net. However, the use of the outdoor spaces is restricted and the range of activities planned is sometimes too limited to ensure children practise and develop their skills in all areas of learning outside. Leadership and management of the Early Years Foundation Stage is satisfactory.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers



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The overwhelming majority of parents and carers who responded to the questionnaire confirmed they are happy with their child's experience at the school.

A few expressed concern about the management of disruptive behaviour, but almost all judged teaching to be good and the overall management of the school to be effective. Some made a point of writing to express their appreciation of the changes the headteacher is making. The inspection judged teaching and behaviour to be satisfactory with a few instances of unsettled behaviour which were effectively dealt with.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Joseph's Catholic Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	57	24	35	3	4	0	0
The school keeps my child safe	49	72	18	26	0	0	0	0
The school informs me about my child's progress	47	69	19	28	0	0	1	1
My child is making enough progress at this school	32	47	29	43	5	7	1	1
The teaching is good at this school	33	49	33	49	0	0	0	0
The school helps me to support my child's learning	40	59	21	31	3	4	2	3
The school helps my child to have a healthy lifestyle	47	69	17	25	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	44	29	43	1	1	1	1
The school meets my child's particular needs	29	43	32	47	2	3	2	3
The school deals effectively with unacceptable behaviour	32	47	26	38	5	7	3	4
The school takes account of my suggestions and concerns	20	29	36	53	5	7	1	1
The school is led and managed effectively	31	46	33	49	1	1	1	1
Overall, I am happy with my child's experience at this school	37	54	28	41	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 February 2010

Dear Pupils

Inspection of St Joseph's Catholic Primary School, Barking, IG11 7AR

Thank you for your friendly welcome and for helping us when we visited your school recently. We really enjoyed our visit. We were especially pleased to hear about the recent improvements to your school lunches to make them healthier and in particular, the school council's suggestion to sell fresh fruit at break time. I am writing to tell you about the judgements that we reached. St Joseph's Catholic Primary is a satisfactory school. The best things about your school are:

- You like coming to school and all of you attend very regularly.
- You are keen to take on responsibility.
- You have a good understanding of how to keep yourselves fit and healthy.
- You know how to keep yourselves safe.
- Most of you behave sensibly in class and around the school.
- You like the clubs and the outings and visits that the school organizes.
- You make satisfactory progress in your learning and the standards that you reach are average, although we would like them to be higher.
- The youngest children get off to a satisfactory start in the Nursery and Reception classes.

To make it even better, we have asked the school to make more checks on the work that it does in order to ensure everything is as good as possible. When teachers mark your work we would like them to make clear what you need to do to make it even better. We have also asked the teachers to use the information the school collects about your standards of work to plan tasks that are the right level of difficulty for you. You can help by telling the teachers if the work is too easy or too difficult for you.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine G'rard

Lead inspector

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