

St Joseph and St Teresa's Catholic Primary School

Inspection report

Unique Reference Number	106769
Local Authority	Doncaster
Inspection number	356024
Inspection dates	23–24 September 2010
Reporting inspector	Andrew Clark

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Fr Dennis Norman
Headteacher	Mr John Greenwood
Date of previous school inspection	9 January 2008
School address	Doncaster Lane Woodlands Doncaster DN6 7QN
Telephone number	01302 723320
Fax number	01302 728011
Email address	admin@st-joseph-st-teresas.doncaster.sch.uk

Age group	3–11
Inspection dates	23–24 September 2010
Inspection number	356024

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons and observed six teachers. The inspectors held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 80 completed questionnaires from parents and carers as well as questionnaires completed by pupils and staff.

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

- How well children achieve in the Early Years Foundation Stage.
- How much progress more-able pupils make, especially in Key Stage 2.
- Whether pupils show enough initiative and enterprise in their learning.
- Whether leaders and managers at all levels are sharply focused on improving pupils' achievement.

Information about the school

This is a smaller than average size primary school. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are White British. The school has achieved Healthy Schools Status.

The school is part of a federation with another Catholic primary school within the diocese. The headteacher was appointed in January 2010 and is the headteacher of both schools. He is the third headteacher since the last inspection.

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

This is a satisfactory school. Pupils' personal development is good as a result of a caring ethos and sharply focused support for the most vulnerable. Pupils' progress is satisfactory but inconsistent through school because of variations in the quality of teaching and in the use of assessment. The new headteacher has made good use of the strengths of staff across the federation of schools to provide increasingly effective leadership at all levels. Staff morale is high. However, systems to rigorously and regularly monitor and evaluate the quality of pupils' achievement and provision are not yet fully established and the capacity for further improvement is, therefore, satisfactory.

Pupils start school with a range of skills that are generally below those typically expected for their age. They leave Year 6 with attainment that is broadly average. Standards in reading are above average. They are relatively lower in mathematics and science, especially for more-able pupils. Pupils do not always have enough opportunities to manage and improve their own work. Pupils feel safe and valued. Their attendance and behaviour are good because they enjoy school. They have a good understanding of how to live a healthy lifestyle. The school council allows pupils to have a positive impact on the life of the community and is well-organised by the learning mentor.

Relationships are good and teachers manage pupils' behaviour well. In the best lessons, teachers make good use of accurate assessments of pupils' past achievement to provide exciting challenges for all abilities. However, sometimes teachers over direct pupils and do not match work closely enough to their needs. The school provides a broad curriculum and is increasingly linking subjects to make learning more relevant. However, the provision in the Early Years Foundation Stage is limited and does not always enable children to make the best possible progress. School trips and a good range of extra-curricular activities contribute to pupils' good personal and physical development. Procedures to keep pupils safe and promote their well-being are good and supported by effective record-keeping. There is an effective partnership with parents and carers which makes a good contribution to the school's positive ethos. 'This is a lovely school with a great atmosphere,' reflects the views of the majority of parents and carers.

What does the school need to do to improve further?

- Improve the quality of teaching and learning in order to increase pupils' rate of progress, especially those of more-able pupils, by:
 - making full use of accurate assessment to ensure lessons consistently challenge pupils of all abilities

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

- involving pupils in regularly planning, organising and improving their own work , particularly in mathematics and science
- improving the pace of lessons to maximise pupils' learning.
- Improve children's learning experiences, both indoors and outdoors, in the Early Years Foundation Stage.
- Develop and consistently use rigorous procedures to monitor and evaluate pupils' learning and achievement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils take a pride in their work and present it well. They sometimes make good use of individual and group targets to improve their own learning and to increase their knowledge of literacy and numeracy. However, this is not yet consistent. Pupils start school with skills that are generally below those expected for their age. They achieve satisfactorily overall and reach broadly average standards by the end of Year 6 although there is some inconsistency between subjects. Standards by Year 2 are above average which reflects more consistent good teaching. The results of national tests and assessments indicate a satisfactory trend of improvement over time. Attainment in reading is above average and more-able pupils reach the higher levels. However, attainment in mathematics and science is not as high as that in English, especially in reading, because more-able pupils do not always reach their full potential. Their skills in independently organising and planning their own work and in choosing the most appropriate skills to use are not fully developed. There is no significant difference between the progress of boys and girls. The school takes positive steps to breakdown any barriers to achievement. This improving situation is the result of the effective work of the special educational needs coordinator and the learning mentor over the last year. As a result, pupils with special educational needs and/or disabilities make satisfactory progress overall and sometimes their progress is good.

Pupils take their responsibilities seriously, for example, as councillors and playground buddies. They are very proud of their involvement in improving toilet facilities and playground activities. However, there are limited opportunities for younger pupils to take responsibilities. Pupils' behaviour is good. They are polite, tolerant and thoughtful towards others, because of thought-provoking assemblies and good opportunities to explore personal and social issues in religious and personal, social and health education lessons. Pupils feel safe. They trust the staff to care for them and are well informed about how to avoid unsafe situations in and out of school. Pupils have a good understanding of how to live healthy lifestyles and this is reflected in their involvement and success in many physical activities. Pupils' spiritual, moral and social education is good. They have many opportunities for prayer and reflection throughout the day. Through the headteacher's work with children in Africa and well-planned lessons on

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

different faiths and cultures, pupils deepen their appreciation of and respect for the global community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Although the quality of teaching is satisfactory , there is some good teaching, especially in Key Stage 1 and in upper Key Stage 2. Teachers set clear expectations for pupils' behaviour, who in turn respond well. Classrooms are bright and attractive places in which to learn. In the best lessons, teachers generate excitement and interest through setting practical tasks, which require pupils to solve problems and apply their skills and knowledge imaginatively. In these lessons, teachers share clear and precise objectives for pupils to achieve and set out clear criteria for success and use a wide range of strategies to support and challenge pupils of all abilities. However, in the less effective lessons, teachers over direct and the pace of learning is not always fast enough. Pupils do not contribute to organising and improving their own work sufficiently. Teachers make largely accurate assessments of pupils' progress, although they do not consistently guide pupils to attain challenging targets. This is often better for those with special

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

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

educational needs and/ or disabilities, because their learning is built on the careful monitoring and recording of their progress.

Within the satisfactory curriculum, staff are increasingly making links between subjects to make learning relevant and exciting and there are enriching opportunities for pupils to play musical instruments and learn a modern foreign language. Care, guidance and support for pupils are good. These have continued to improve since the last inspection, through the development of the support for vulnerable pupils and the drive to providing an increasingly safe and positive learning environment. The efficient learning mentor works closely with parents and carers and other support agencies to focus carefully on pupils' needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new, but experienced headteacher has quickly established a senior leadership team to guide the school's work, using strengths drawn from both of the federated schools. This has raised staff morale following a period of change of headteachers. However, developments are still in their infancy. The role of subject leaders is developing and there are good models for monitoring and evaluating provision. For example, the literacy and the community cohesion coordinators have robustly evaluated the school's needs and improved provision, with positive impact. However, procedures are not yet consistently applied across all aspects of the school's work. In particular, the use of accurate assessment systems to ensure the highest standards and pupils' better progress, are not fully developed.

The governing body fulfils its statutory requirements. However, many of its members, including the Chair and Vice-Chair of the Governing Body, are new to their roles. This means that the governing body's responsibility to hold the school to account is not fully established. Robust policies contribute to good quality procedures for safeguarding. Staff and governors are well trained in child protection procedures and there are clear and well understood roles and responsibilities. The school satisfactorily promotes equality of opportunity and the understanding of diversity for pupils and staff. Community cohesion is well promoted. Plans for each strand of community cohesion are in place and well managed. The impact of this can be seen in the key role played by the school in its local community, especially though work with the church and local businesses. It is also successfully establishing meaningful links with children from global communities. Pupils'

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

showed their growing awareness of the diversity of global communities when taking part in an assembly about a Ugandan school with which it has links. Links across the federation are promoting pupils' awareness of the diversity of cultures in Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory and sometimes good progress towards their early learning goals. Children settle quickly into school routines because of the good systems in place and a warm and welcoming atmosphere. There are good links with parents and carers. The effective arrangements for ensuring that children are safe and well cared for mean that they feel secure and happy. Their hygiene and welfare is promoted well. However, staffing changes have limited the development of the learning environment. In particular, adults do not always provide activities which are stimulating enough and promote independent learning. Adults do not consistently intervene effectively to encourage children to practise and consolidate the skills they are learning. Planning and assessment systems are developing but are not always used rigorously enough to promote the next steps in children's learning. The new headteacher and the Early Years Foundation Stage leader for the federation have a clear vision for improvement and are establishing increasingly effective systems to secure improvements.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Over a third of parents and carers responded to the questionnaire. A large majority are fully supportive of the school. They feel that their children are successfully helped to become healthy and to develop positive attitudes. A small minority of parents and carers believe their children can make more progress and that behaviour is not managed well enough. The findings of the inspection identified that some pupils, particularly the more-able, should make better progress. The inspection outcomes found that the vast majority of pupils are well behaved and that any misbehaviour is dealt with appropriately. During the inspection no disruption to lessons was observed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Joseph and St Teresa'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 80 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	58	31	39	2	3	1	1
The school keeps my child safe	49	61	29	36	2	3	0	0
The school informs me about my child's progress	20	25	53	66	5	6	1	1
My child is making enough progress at this school	32	40	37	46	8	10	1	1
The teaching is good at this school	32	40	41	51	3	4	0	0
The school helps me to support my child's learning	28	35	42	53	7	9	0	0
The school helps my child to have a healthy lifestyle	37	46	37	46	1	1	1	1
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	38	42	53	2	3	0	0
The school meets my child's particular needs	30	38	40	50	6	8	0	0
The school deals effectively with unacceptable behaviour	27	34	41	51	8	10	0	0
The school takes account of my suggestions and concerns	26	33	42	53	6	8	1	1
The school is led and managed effectively	36	45	33	41	4	5	1	1
Overall, I am happy with my child's experience at this school	41	51	34	43	4	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 September 2010

Dear Pupils

Inspection of St Joseph and St Teresa's Catholic Primary School, Doncaster, DN6 7QN

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. These are some of the things we found out about your school.

- You feel safe and appreciate the good care that all adults show to you.
- You go to a satisfactory school.
- Your attendance and behaviour is good.
- You told us that you enjoy the clubs you take part in and know how to live healthily and take part in many sporting events.
- You make a good contribution to the way that the school is run through taking on responsibilities, such as school councillors and helping younger children.
- You are also proud of the support you have given to children in Africa through your fund raising and assemblies.
- The standard of your work is average and some of you could make even better progress, including children in the Early Years Foundation Stage.

To help your school become even better, I have asked your headteacher and the governing body to:

- make all lessons as good as they can be and give you more opportunities to organise and manage your own work and, therefore, make even better progress
- to help children in the Early Years Foundation Stage make the best start they can to their learning
- for staff to keep a closer eye on how well you are getting on with your work.

You can help by always trying your best and continuing to enjoying school.

Yours sincerely

Mr Andrew Clark

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.