

# St Mary and St Joseph Roman Catholic Voluntary Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	118035
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	379524
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Kathryn Dodd

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rowan Blake-James
<b>Headteacher</b>	Jayne Wilson
<b>Date of previous school inspection</b>	28 January 2009
<b>School address</b>	Maxwell Road Pocklington York YO42 2HE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in seven lessons involving four teachers. The inspection team held discussions with staff, groups of pupils, members of the governing body and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 50 questionnaires returned by parents and carers, 50 from pupils and 11 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils are making good progress, particularly between Years 3 and 6, for the boys, in writing and for children in the Early Years Foundation Stage.
- How well teachers use assessment information to provide work that matches pupils' varying abilities and how well pupils are involved in understanding how they are getting on.
- Whether the curriculum is adapted well to boost attainment in writing and to promote the achievement of boys.
- How effectively leaders and managers at all levels and the governing body review information about pupils' progress and use it to influence their monitoring activities, to shape improvement-planning and their evaluation of the school's effectiveness.

## Information about the school

Almost all of the pupils at this smaller-than-average-sized school are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average. Pupils are taught in four mixed-aged classes. Children in the Early Years Foundation Stage are taught alongside some of the pupils in Year 1.

Since the previous inspection there have been three changes of headteacher, as well as a number of long-term staff absences. The current acting headteacher has been in post since April 2010.

The school has been accredited with the Basic Skills Quality Mark, Activemark Gold, Eco-Schools Silver Award and it has achieved Healthy School status.

**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. In this friendly and welcoming setting, pupils demonstrate good attitudes to learning and behave well. The quality of care, guidance and support is good. Pupils' welfare is continually kept in firm view and, as a result, pupils say they feel safe. Pupils are eager to contribute positively towards their school and to take on many opportunities for making their school a safer, healthier and happier place to learn. The school works effectively in partnership with parents and carers. The very large majority of parents and carers is happy with the quality of education on offer. They say that this is 'not just a school, it is a family', and a place where 'every person counts'.

In the Early Years Foundation Stage children make satisfactory progress from their varying but usually broadly as expected starting points. Between Years 1 and 6, progress is satisfactory and pupils' attainment by Year 6 is broadly average. This reflects the satisfactory quality of teaching and the curriculum. Learning moves forward at a good rate in lessons where teachers make effective use of assessment information to provide challenging activities that meets pupils' varying abilities. They explain clearly to their pupils what they are expected to learn, encourage them to reflect on how well they are getting on and what they need to do to reach their challenging learning targets. Targeted questioning to individual pupils helps to maintain the pupils' full attention and teachers' have high expectations for pupils to explain their thinking. These good teaching practices are not consistently well-applied across the classes, however. In English, attainment in writing lags behind that of reading and is sometimes held back because there are not enough opportunities for pupils to practise their writing skills in other curriculum subjects.

Despite the challenges resulting from several changes in headteacher and staff absences, the school is improving steadily and there is a satisfactory capacity to improve further. The acting headteacher provides a clear and effective steer. She has evaluated the school's performance accurately. Improved systems to track pupils' progress are helping to pinpoint precisely any variations in pupils' achievements, which in turn influences improvement priorities. Recent initiatives, such as to promote the achievement of boys and to improve behaviour are starting to bear fruit, although these initiatives are yet to make a substantial impact on raising attainment. Nevertheless, the acting headteacher has successfully enlisted the support of everyone. Staff say they feel 'valued and included' and have willingly taken on new responsibilities, such as subject leadership. At present, they, along with the

governing body, do not yet make a fully effective contribution to evaluating the school's performance, however, because their skills, particularly in reviewing pupils' progress information and monitoring the quality of provision across the school, are still developing.

Up to 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.

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

- Raise attainment and accelerate pupils' progress to a good rate, particularly in writing, by:
  - making improved use of assessment information so that activities always challenge pupils of varying abilities
  - making sure pupils are clear about what they are expected to learn, understand how they are getting on and know their learning targets
  - ensuring teachers' questions always keep pupils 'on their toes' and give them the opportunity to explain their thinking
  - providing more opportunities for pupils to practise their writing skills as part of work in other curriculum subjects.
  
- Strengthen the quality of leadership and management by developing the skills of staff with additional responsibilities and the governing body so that they make a more effective contribution to reviewing pupils' performance and to ensure the quality of the teaching is consistently good.

## Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. In lessons, pupils behave well. They generally enjoy their learning. In most lessons they are attentive, keen to learn and respond well to teachers' questions. Pupils' concentration occasionally drifts when they sit for too long listening to their teacher or when activities are insufficiently challenging, especially when they work independently. Even so, pupils, including those with special educational needs and/or disabilities make satisfactory progress. Pupils' progress is starting to speed up, especially that of the boys and pupils in Years 5 and 6. In reading pupils make consistently good progress and, as a result, attainment is above average. Attainment in writing, although improving, remains lower than that of reading because pupils' progress is inconsistent.

Pupils learn peacefully together in a warm, friendly and caring community. They say they enjoy school because 'it's like belonging to one big family'. They say that behaviour has 'improved a lot' and are pleased about new arrangements for rewarding their good behaviour, particularly 'golden time'. Pupils' good spiritual, moral, social and cultural development is reflected in their eagerness to regularly raise funds for others less fortunate, nearby and around the world. Opportunities for pupils to mix with others from ethnically diverse groups within British society however, are not yet fully in place. Pupils enthusiastically take part in physical

activities, such as 'Activate' or skipping games at break time. They make healthy choices at lunchtime and enjoy organising the 'the fruit trolley'. Pupils make an effective contribution to the smooth running of school and in decision-making, for example, by being school councillors, playground buddies, or as peacemakers. Pupils' above-average attendance, average attainment, coupled with their good behaviour and personal skills prepare them soundly for their future.

*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:	3
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	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers' enthusiasm, positive and warm relationships, along with pupils' good behaviour makes a good contribution to learning. Appropriate deployment of support staff enables pupils with special educational needs and/or disabilities to make satisfactory progress. Overall teaching and learning are satisfactory. In good lessons, for example in Years 5 and 6, teachers' planning takes good account of pupils' varying needs. This is reflected in the tailored questioning of individuals that 'keeps them on their toes' and in a good range of practical activities that challenge pupils' thinking. Learning sometimes slows as pupils work independently and when the activities provided are insufficiently challenging or stimulating.

The curriculum is satisfactory but is improving. Recent curriculum adaptations are starting to accelerate pupils' progress. More creative links across the curriculum subjects through topic work, such as 'Egyptians', coupled with good opportunities for pupils to work collaboratively, are successfully contributing to the improved achievement, behaviour and enjoyment of the boys, particularly in Years 3 and 4. In Years 1 and 2, a systematic and regular programme to teach reading skills is delivered effectively by teachers and support staff alike and, as a result, pupils make good progress in reading. However, there are not enough opportunities for pupils to practise their writing skills as part of their work in other curriculum subjects. Pupils' progress in writing also continues to be hampered when pupils complete too many unchallenging and uninspiring worksheets.

<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

Good quality care, within a warm, welcoming and nurturing environment, underpinned by a strong Catholic Christian ethos, radiates amongst staff. Pupils know someone is always on hand to support them should they have any concerns or worries. Staff provide on-going support and encouragement for pupils to look after one another and so they feel safe. Behaviour has improved because of the effective systems that have been introduced to promote good behaviour and to recognise and celebrate pupils' achievements.

*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>2</b>

## How effective are leadership and management?

A good emphasis is placed on the inclusion of all pupils, to eradicate any potential barriers to learning and to ensure that all pupils can participate in everything the school has to offer. Improved tracking is pinpointing variances in the performance of different groups of pupils. This is why, for example, the gap in achievement between boys and girls is closing and demonstrates the school's commitment to providing equal opportunities for all. The governing body makes a satisfactory contribution. It has offered significant and sustained support through several staff and leadership changes and, as a result, the school has continued to operate smoothly. Through close communication, particularly with the acting headteacher, governors are becoming increasingly knowledgeable about how to hold the school to account and to offer challenge. They, along with staff with new responsibilities, know that their next steps are to strengthen their contribution to evaluating the school's performance by developing their skills in reviewing pupil performance information and checking the progress of improvement priorities more rigorously. An effective partnership with parents and carers is fostered. Good opportunities for them to find out how their children learn to read and how to support learning at home, for example, contribute well to pupils' good progress in reading.

Safeguarding procedures are satisfactory. The arrangements to ensure adults are appropriately vetted and recruited are good, as are the arrangements to educate pupils about how to keep themselves safe, both in school and beyond. At present, staff with new responsibilities for child protection are extending their skills and knowledge. Currently, they are focussing their efforts on ensuring that agreed policies always reflect day-to-day practices. The school makes a satisfactory contribution to community cohesion. It is a harmonious place to learn and opportunities for pupils to engage in local community life and to appreciate the diversity of faiths of the world are good. Opportunities for pupils to engage with ethnically and socially diverse groups within British society are not yet fully in place.

*These are the grades for the leadership and management*

<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>2</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>2</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

Learning gets off to a steady start and children make satisfactory progress from their starting points. By the start of Year 1, the proportion of children reaching the expected levels of development is similar to those nationally, although in writing, it is lower. Warm and caring relationships between adults and children, along with a bright and welcoming learning environment ensure that children feel happy and safe. Children learn to behave well because of the continual encouragement from staff, for example, to show 'good sitting, listening and looking', and the good role models that their older classmates in Year 1 present.

Staff collect appropriate information about children's small steps in achievement; however, they do not always use this effectively to plan and provide challenging activities that precisely match children's varying learning needs. Occasionally, opportunities to promote children's independence by allowing them to choose what, where and how they play, and explore their environment, are missed when children sit for too long on the carpet listening to their teacher.

Leadership and management are satisfactory. New leaders are successfully adapting the curriculum, both indoors and outside to support the whole-school priority of improving achievement in writing. They are now focussing their efforts on developing effective communication amongst the new staff team, ensuring that they all have the necessary skills in order to assess the children's learning accurately and contribute effectively to identifying children's precise next steps.

*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 in the Early Years Foundation Stage	3



## Views of parents and carers

An above-average proportion of parents and carers returned the questionnaire. They, along with those that talked with inspectors, express their overwhelming support for all almost all aspects of the school's work. They appreciate the approachability of staff, particularly of the headteacher in the playground each morning. Parents and carers of children in the Early Years Foundation Stage say that their children have settled into school quickly. A very small minority indicated that the school does not deal effectively with unacceptable behaviour. Inspectors found pupils' behaviour to be good. Pupils say that it has improved a lot and so much so that in the pupil questionnaires the overwhelming majority agreed that behaviour is good.

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

Ofsted invited all the registered parents and carers of pupils registered at St Mary and St Joseph Roman Catholic Voluntary Aided 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 inspector received 50 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	76	12	24	0	0	0	0
The school keeps my child safe	36	72	14	28	0	0	0	0
The school informs me about my child's progress	30	60	19	38	0	0	1	2
My child is making enough progress at this school	31	62	17	34	1	2	1	2
The teaching is good at this school	36	72	12	24	1	2	1	2
The school helps me to support my child's learning	32	64	16	32	1	2	1	2
The school helps my child to have a healthy lifestyle	29	58	21	42	0	0	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)	24	48	22	44	1	2	0	0
The school meets my child's particular needs	28	56	20	40	1	2	1	2
The school deals effectively with unacceptable behaviour	23	46	17	34	4	8	0	0
The school takes account of my suggestions and concerns	26	52	18	36	2	4	0	0
The school is led and managed effectively	34	68	16	32	0	0	0	0
Overall, I am happy with my child's experience at this school	40	80	8	16	2	4	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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## 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 pupils' 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.**



23 November 2011

Dear Pupils

**Inspection of St Mary and St Joseph Roman Catholic Voluntary Aided Primary School, Pocklington YO42 2HE**

Thank you for the very warm welcome you gave the team when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a satisfactory school. By Year 6, your attainment is similar to that expected for your age and you make satisfactory progress. We were particularly pleased to:

- see your good behaviour and find out that you think it has improved a lot
- discover that you feel very safe in school because you feel well cared for, that people are very friendly and that school is like 'one big family'
- find out all the many ways you raise money for charities around the world, particularly to help those who are less fortunate than you.

We have asked that some improvements be made. These are to make sure that:

- you make good progress, particularly in your writing, by ensuring that teachers give you work that makes you all think really hard, by giving you more chances to practise your skills and by making sure you are all clear about what you need to do to reach your targets
- adults with special responsibilities and the governing body improve how they check on how well you are learning.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best in everything you do.

Yours sincerely

Kathryn Dodd  
Lead Inspector

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