

# Our Lady and St Joseph's Catholic Primary School

Fitzwilliam Street, Wath-upon-Deerne, Rotherham, South Yorkshire, S63 7HG

**Inspection dates** 23–24 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not consistently good enough to quicken pupils' progress throughout the school.
- Standards are not high enough by the end of Year 6. Therefore, achievement is not good enough throughout the school.
- Pupils' work is not always set at the right level to enable pupils to reach their potential. It is particularly the case for those pupils who are capable of reaching higher levels, whose work is not regularly challenging enough.
- Staff do not always plan questions carefully enough to help pupils broaden and deepen their learning.
- Some senior and subject leaders have too many responsibilities. It means that they are not able to check the quality of teaching and achievement in their areas in the necessary detail, and address any issues quickly enough.
- The governing body does not know enough about the achievement of pupils throughout the school to be able to challenge its work fully.

### The school has the following strengths

- Pupils' behaviour is good.
- Pupils feel secure in school and have a good understanding for their ages of how to stay safe.
- The temporary headteacher provides strong leadership.
- Support assistants provide good support for those pupils who need additional help.

## Information about this inspection

- The inspectors watched 15 lessons. Six of them were observed jointly with the headteacher.
- The inspectors held meetings with a group of pupils, senior and subject leaders, the Chair of the Governing Body and two other governors, and a representative of the local authority.
- The inspectors considered the 26 responses to the on-line questionnaire (Parent View) in conducting the inspection.
- They observed the school's work and looked at a range of documents, including the school's information about the achievement of pupils in each year group. The inspectors also checked the school improvement plan and the progress that the school is making towards its goals. They looked at samples of pupils' work and a range of policies relating to safeguarding, attendance and behaviour.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Peter Eeva

Additional Inspector

## Full report

### Information about this school

- This is an average sized school compared to others of its type.
- A below average proportion of pupils is from minority ethnic groups and speak English as an additional language.
- The proportion of pupils for whom the school receives additional government funding (the pupil premium) is above average.
- The proportion of pupils supported by school action, school action plus or has a statement of special educational needs, is below average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- A temporary headteacher has been in post for four days every week since the previous headteacher left the school in July 2012. A permanent headteacher will join the school in the summer term of 2013.

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

- Improve teaching across the school, so that it is at least consistently good, and raises standards, by making sure that:
  - pupils' work is at exactly the right level to help them to achieve the very best that they can, including for pupils able to reach higher levels
  - questioning of pupils about their work helps them to broaden and deepen their learning.
- Strengthen the effectiveness of leaders and managers at all levels and ensure that recent improvements are sustained, by:
  - reviewing the roles and responsibilities of managers at both senior and subject level to ensure that they oversee teaching and achievement thoroughly in their areas and promptly address their findings
  - making sure that the governing body has a more detailed understanding of achievement throughout the school in order to challenge its work fully.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress is not fast enough throughout the school to quicken pupils' progress over time and to raise standards.
- However, there is an improving picture of progress in reading, writing and mathematics in most year groups because more teaching in these subjects has recently been good. Inspection evidence supports the school's data which shows pupils are on track to achieve average standards by the end of Key Stage 1 and Key Stage 2, with above average standards in reading by the end of the summer term of 2013. Progress is adequate from pupils' individual starting points, with some pupils making better than expected progress.
- Pupils make good progress in pronouncing letters and groups of letters through the sounds that they make (phonics) because phonics is taught well from Reception onwards.
- Not enough pupils reach higher levels by the end of Key Stages 1 and 2, especially in writing at Key Stage 2. Year 6 pupils, though, are more accurately challenged to write higher quality imaginative and descriptive paragraphs.
- Disabled pupils and those with special educational needs, those from minority ethnic groups and those who speak English as an additional language, achieve similarly to other groups. A small number of pupils working at school action level make slower progress over time because tasks do not match closely the skills they need to master before they can go on to the next piece of work.
- Pupil-premium money has been used to provide additional group work and lunchtime support, including for information and communication technology. It has narrowed the gap between pupils in the school who are eligible for free school meals and those nationally, and between other pupils in the school. This is more so in mathematics than in reading and writing. A family learning programme is proving successful in broadening pupils' experiences and in developing their self-esteem.

### The quality of teaching

### requires improvement

- A greater proportion of literacy and numeracy teaching than at the last inspection is good and an outstanding lesson was observed in Year 6. However, improvements are recent and have not yet resulted in higher standards over time.
- Although teachers set a range of tasks to match the levels at which pupils work, they are not always planned carefully enough to help them to make as much progress as possible. It is most evident in the work set for pupils capable of reaching higher levels and does not give them enough practise in using their skills or developing a greater depth of understanding.
- There are also variations in how often and how well teachers use questions to develop further pupils' knowledge and understanding of what they are learning. It means that opportunities to quicken their progress, throughout the school, are wasted. However, in a good lesson in Year 4, pupils made good progress in understanding division because the teacher and support staff asked very focused questions about 'how' and 'why'.
- There are common strengths in teaching which are leading to improving teaching. The most important one is that pupils know exactly what they have to learn, understand and be able to do by the end of each lesson. This means that they focus fully on achieving their goals. Good relationships between staff and pupils lead to a happy, supportive environment. Marking of pupils' work is generally good and usually tells pupils the next steps in their learning, as well as what they have achieved. Pupils are becoming more critical of their work, through checking their own progress and that of other pupils.
- The whole-school theme about outer space has captured pupils' imaginations from Nursery onwards. For example, pupils used their classroom activity about planets to write sentences that

showed their good progress in writing facts in order.

- Support assistants provide effective support to groups of pupils and individuals because they know the needs of the pupils and help them to secure their knowledge and understanding in small steps. Sometimes, though, gaps in pupils' learning have not been taken into account in planning work for them.
- Teaching includes lots of opportunities, especially across subjects, for pupils to develop their good spiritual, moral and social understanding. Their cultural development is less secure because it is not yet regularly included in planning or offers pupils many chances to consider a range of customs and lifestyles.

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons, around the school and during play. The few pupils who struggle to manage their behaviour are supported well by the staff and this has resulted in their better conduct.
- Pupils know, through the school's ethos, assemblies and teaching, that it is important to treat everybody the same, and in the manner that they would like to be treated. As a result, from the Early Years Foundation Stage, there is a supportive and caring feel to the school.
- Pupils are proud to take on responsibilities and carry them out conscientiously from Nursery onwards. The pupils' health and safety committee, for example, meets with the Chair of the Governing Body to discuss issues that they feel can be improved, and changes have been made as a result.
- Pupils feel safe in school, both because the site is secure and they are comfortable in asking for help from the staff if they have any problems. They say that there is very little bullying and it is sorted out quickly.
- They show a good understanding for their ages of how to behave safely, such as crossing the road, talking to strangers and cyber-bullying. They have less understanding of the different types of prejudice.
- Attendance is average and improving, due to the school's detailed checking and following up of absences.

### **The leadership and management requires improvement**

- Leaders have not had sufficient impact on improving the quality of teaching and the curriculum because neither is currently good. Therefore, standards have not risen enough.
- The temporary headteacher, however, is a skilful leader. She has introduced good initiatives to raise standards and to improve the quality of teaching. Improvement planning is much more tightly focused on improving pupils' specific skills in reading, writing and numeracy.
- More is expected of the staff, and their greater accountability for raising standards has empowered them. They enjoy working to improve the school's performance and being involved in 'the big picture'.
- The school's priorities, based on regularly collected information about pupils' progress, are understood fully by all staff. The progress of subject leaders towards their action plans is checked regularly and each year group has specific targets that staff are expected to enable pupils to achieve. There is far more focus now on achieving targets than there has been in the past.
- As a result of these factors, pupils' progress has started to quicken. This is evident in assessments of their learning in reading, writing and mathematics and from lesson observations. They show quickening progress in almost all year groups in reading, writing and literacy.
- However, some senior and subject leaders are not able to check fully the quality of teaching and

achievement in their areas because they have several responsibilities. Therefore, not all areas that need improvement are addressed in enough detail or quickly enough.

- The staff's performance targets support better teaching practices. They match the weaknesses identified in lesson observations and staff training is leading to better quality teaching. Staff are not awarded pay rises unless their performance over time shows they have met their targets.
- The school has recognised that learning is not always interesting enough and has introduced more learning across subjects. For example, each afternoon, pupils enjoy practising their reading, writing and mathematics skills in tasks and activities that are often creative and practical. Even so, the curriculum still requires improvement in making sure that work is better matched to pupils' needs. Pupils have a good choice of after-school activities, visits and visitors.
- The local authority is providing very appropriate support and advice which is proving effective in guiding the school through changes in leadership. The school uses its links with a range of organisations and with a school cluster to strengthen their skills in teaching. For example, a new reading and writing scheme has been introduced. Parents are very supportive of the school. They feel welcome and the temporary headteacher has already broadened their involvement in the school. This includes through monthly drop-ins after school to look at their children's work and discuss their progress, and forum meetings in which parents can give any ideas they have to improve the school.
- **The governance of the school:**
  - The governors are supportive and reflective. They are involved in lots of aspects of the school's work, including observing some learning. Governors ensure that safeguarding procedures meet the statutory requirements. Recent training has resulted in a more comprehensive understanding of their roles, with a new committee structure ensuring a greater focus on pupils' progress and standards. They know the strengths and weaknesses in teaching. However, they do not know enough about the impact of teaching on the achievement of all groups of pupils to be able to challenge the school's work. Governors' understanding of data about pupils' progress and their role in judging the performance of teachers and dealing with under-achieving teachers, are developing. They know they need to ensure that the improvements made by the temporary headteacher are sustained.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106942
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	400873

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

<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>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Janvier
<b>Headteacher</b>	Jane Smedley
<b>Date of previous school inspection</b>	6 July 2010
<b>Telephone number</b>	01709 760084
<b>Fax number</b>	01709 879767
<b>Email address</b>	olasj@rotherham.gov.uk

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