

St Josephs Roman Catholic Primary School Aided

Wallsend Road, Chirton, North Shields, Tyne and Wear, NE29 7BT

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. From well below expected starting points, by the end of Year 6 pupils reach standards that are at the national average in reading, writing and mathematics.
- Children get off to an excellent start in the Nursery. Learning is well organised and exciting, here and in the Reception classes.
- Teaching is good and some is outstanding. It fosters in pupils a love of learning because there is so much that is 'fun'.
- Pupils' behaviour is good. They are kind and considerate with each other which create a warm and friendly atmosphere in the school.
- Excellent pastoral care makes this a safe and happy school. Pupils say they feel safe and their parents overwhelmingly agree that their children are safe in school.
- The well-planned curriculum provides good opportunities for pupils to enjoy memorable learning experiences, including many trips and visits to extend their knowledge of their local area. It ensures pupils' spiritual, moral, social and cultural development is good.
- The headteacher and senior leaders have worked effectively to raise pupils' achievement and improve the proportion of outstanding teaching since the last inspection.
- Good leadership and management of teaching, and good governance ensure that good standards have been maintained and that the school is improving well towards its goal of being outstanding.

It is not yet an outstanding school because

- Teaching does not yet consistently promote outstanding learning and achievement.
- Reception children do not benefit from easy access to the exciting, well planned outdoor classroom.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, one of which was observed jointly with the headteacher.
- Discussions were held with the Chair, and other members of the governing body, representatives of the local authority, senior and middle leaders, staff and pupils.
- Inspectors observed the school's work and looked at documentation, including that relating to safeguarding procedures, records of pupils' progress and the school's evaluation of its effectiveness.
- Inspectors undertook an examination of pupils' work in writing and mathematics, and listened to pupils in Year 3 and Year 6 read.
- Inspectors took account of the 67 parental responses in the school's very recent survey of their views. The online questionnaire Parent View did not produce enough responses to show parents' views. They also took account of 19 questionnaires returned by staff.

Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- The school is larger than the average size primary.
- The proportion of pupils who are supported by the pupil premium is high. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported by school action is average, while the proportion supported by school action plus or with a statement of special educational needs is high.
- The majority of pupils are of White British heritage and an average number speak English as an additional language.
- The school met the government's floor standards in 2013. These are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement even further by:
 - providing middle leaders with regular opportunities to capture the best practices in teaching in their subjects
 - devising efficient and effective ways to share the most successful teaching so that the pupils' progress, and thereby their achievement, increases.
- Improve access to outdoor provision for Reception children by:
 - creating a route to the outdoor classroom so that Reception children can independently make their way outdoors.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery with skills that are well below what is typical for their age. They make rapid progress in Nursery, especially in developing language skills, curiosity and confidence. During Reception their reading and writing skills are well developed, so that by the end of Reception, the majority are ready for the challenges of Year 1.
- Pupils make further good gains in reading, writing and mathematics, throughout Years 1 and 2. In 2013 the proportion of Year 1 pupils reaching the expected level in phonics (the sounds that letters make) was at the national average. This is because these early reading skills are well taught and pupils' progress is checked regularly to make sure they keep up. Pupils now in Year 2 are on track to reach average standards in their basic skills, which continues a four year trend of improvement for pupils in Key Stage 1.
- Inspection evidence and school data show pupils of all ability groups continue to make good progress as they move through the school. By Year 6, pupils reach the national average in reading, writing and mathematics. They are confident learners, well prepared for secondary school.
- Pupils read fluently and with good understanding from an early age, because the school is determined that every pupil will have the reading skills needed to be a successful learner. Those who fall behind or learn more slowly than others are supported to catch up through a wealth of additional reading programmes. The Better Reader programme and paired reading scheme with Year 5 and 6 pupils and lunchtime supervisors are all very effective in making sure that by the end of Year 6 nearly every pupil reads at the expected level or above.
- The most able pupils are well challenged to do their best because accurate and regular checks on their learning help teachers to increase the demands as soon as pupils are ready for them, so they are continually moving forward at a good rate.
- Pupils who have special educational needs benefit from regular, accurate checks on their progress, which help determine which additional support and intervention programmes they will receive. Good planning between highly skilled teaching assistants and teachers ensures these pupils make the same good progress as their classmates.
- Pupil premium funds are well used to ensure that the achievement of pupils who are eligible for free school meals matches that of other pupils. Test results and current school data show that the difference in attainment between these pupils and others in the school is less than half a level. The school's systems ensure that pupils in all groups have equal opportunities to succeed.

The quality of teaching is good

- Teaching and learning are improving well as senior and middle leaders develop systems to capture and share the most effective practice to accelerate pupils' progress.
- High expectations of effort develop pupils' perseverance and independence very well. For example, Year 6 pupils showed great determination to grapple with a Shakespearean text so that they could produce their own version of a short scene from 'Romeo and Juliet'. Excellent concentration and good persistence saw pupils able to perform scenes that delighted both their teacher and friends with their lively, well-constructed dialogue.
- Skilful questioning that probes and challenges pupils' thinking is a hallmark of some outstanding teaching. Pupils in Year 2 quickly developed their thinking about how to explain information in bar graphs because the teacher carefully selected questions to match the abilities of individual pupils. Good knowledge of what each one could do and precise use of mathematical terms, ensured all were able to answer successfully and extend the learning of their classmates. Pupils' enthusiasm made them eager to volunteer and think hard about their answers so that all deepened their understanding and used mathematical language correctly.
- Simple, but imaginative resources are used well to involve pupils wholeheartedly in their

learning. For example, pupils in Year 1 were very excited about making 'number snacks' to feed their hungry alien. They worked with excellent concentration to write number sentences that contained the number ten, and were fired up to work even harder when the teacher announced that ten snacks for each alien was the target! Pupils did not realise how well they were mastering additions to ten and beyond and learning at a rapid rate.

- Pupils' work is consistently marked well. Teachers' comments give good advice to pupils on how to improve and where pupils are given time to act upon this advice, the quality of their work improves and their progress accelerates. However, not all teachers allow time for corrections so their conscientious marking does not have the intended outcome.
- Teachers in the Nursery and Reception classes have an excellent understanding of how young children learn. They make learning thrilling and fun with a huge range of exciting opportunities for children to explore and investigate and find out for themselves. Staff are extremely well skilled at developing children's communication skills through talk and questions, so that children learn to make sense of and explain the world around them.
- While teachers plan well to overcome the difficulties of supervising Reception children to the outdoor area, these children do not benefit from the same quality of free flow learning into the outdoor resource as much as they might. This can occasionally slow progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave well in and out of the classroom. They play happily together in the playground and create a lively, harmonious place to share time with their friends. School records show that good behaviour is typical over time.
- Pupils have consistently good attitudes to learning, sometimes they are excellent where activities fire their enthusiasm and set a high level of challenge. Only occasionally, does pupils' enthusiasm wane when they are not fully engaged by their learning. Pupils show high levels of endeavour and industry in lessons, because they have learned that they bring success.
- Pupils relish opportunities to take responsibility and contribute to the school and wider community. They take pride in looking smart in their uniform and take on classroom jobs to keep the environment tidy and well-organised. Current plans for improvements to the playground are a good example of how well members of the school council work with their peers and governors to make things better for pupils.
- The school's work to keep pupils safe and secure is good. Pupils are well taught from the earliest age to assess risks to their well-being. For example, Year 2 pupils have recently made posters to warn of the risks associated with electricity as part of their science topic. Pupils are clear about how to use computers safely and can explain the risks and how to avoid them.
- Pupils have a good understanding of the different forms of bullying and say that it seldom occurs. They are unanimous that adults take bullying very seriously and deal with it 'quickly, so it doesn't happen again.'
- Staff know pupils very well. They provide excellent pastoral care and work very well together to create a happy secure school. Rigorous systems for monitoring pupils' progress and well-being mean that staff are quick to spot any changes in pupils' behaviour or progress and take prompt action to support them.
- The school forms excellent partnership with parents to support them to help their children do their best. This has helped attendance to rise to above average this year. Parents unanimously agree that that their children are safe and well cared for in school.

The leadership and management are good

- The headteacher's ambition for pupils to be the best they can be by making excellent progress is fully supported by all staff and governors. Her clear and determined leadership has seen teaching, and pupils' progress and attainment improve well since the last inspection. An excellent team spirit has developed which is driving improvement at a good rate.

- Systems to monitor pupils' progress are robust and highly effective in helping teachers to spot where individual pupils need extra support to help them keep up with their classmates. This has ensured that pupils of all abilities make the same good progress regardless of their starting points.
- Staff performance is well managed. Senior leaders accurately assess the quality of teaching and provide good quality training to help staff improve so that teaching is consistently good and staff are able to support the school's priorities for improvement. These effective systems have not yet had time to embed so that teaching is outstanding overall. There is a clear link between the teachers' performance and their salary progression.
- The monitoring of pupils' standards and progress by middle leaders gives the school an accurate picture of strengths and areas for improvement so that the school is able to devise appropriate action plans for further improvement.
- The lively, well planned curriculum nurtures pupils' confidence and desire to learn, alongside developing their basic skills. Topics are chosen to interest pupils and provide many opportunities for trips and visits to extend the pupils' knowledge of their locality very well.
- Children in the Reception and Nursery classes enjoy a good balance of indoor and outdoor learning. However, outdoor provision is not as easily accessible for Reception children as it is for Nursery children. Senior leaders have rightly identified this as an area to enhance in the coming year.
- The school uses primary sport funding effectively to promote healthy lifestyles and extend pupils' physical skills. Following a pupil survey, additional provision was made for after school clubs in cheerleading, basketball and cricket. Physical education leaders have ensured that there is something to involve pupils in all classes from Year 1 to Year 6, which is increasing pupils' fitness and enjoyment of physical activity.
- The local authority provides effective support for the school by providing good quality training for staff.
- **The governance of the school:**
 - Governors show a good grasp of the school's performance, including the quality of teaching. They have good links with subject leaders whose regular reports, together with those of senior leaders, give an up-to-date picture of how well the school is doing. They are robust in holding teachers to account and only those who meet their performance targets are awarded salary increases. Governors manage finances carefully to ensure the school gets good value for money and know that funding for pupils eligible for the pupil premium has been well used to ensure these pupils achieve as well as others in the school. They ensure that safeguarding meets requirements and that pupils and staff are safe and secure on site.

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

Unique reference number	108617
Local authority	North Tyneside
Inspection number	445988

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	345
Appropriate authority	The governing body
Chair	Margaret Nagle
Headteacher	Carol Jewitt
Date of previous school inspection	14 March 2011
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