

Our Lady and St Joseph's Catholic Primary School

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

Inspection dates 11–12 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Teaching and learning are consistently good over time.
- Strong and determined leadership by the headteacher and senior leaders makes sure staff are focused on tackling weaknesses and improving all pupils' progress.
- The strong positive relationships between teachers and pupils ensures lessons are purposeful and enjoyable.
- Children in the early years make exceptional progress from their starting points and are very well prepared to move into Key Stage 1.
- The school's well-planned curriculum inspires pupils to learn and ensures they apply their basic skills, particularly in literacy, in other subjects.
- Governors' detailed knowledge of the school's strengths and key priorities for future improvement is used effectively to further challenge the school's performance.
- Staff morale is high and there is an enthusiastic commitment to continue to raise standards and achievement.
- Pupils' enthusiastic attitudes to their learning and their pride in their work and the school, support good learning. They behave well and feel safe.
- The school's monitoring and tracking systems are effectively used to raise pupils' attainment and progress.
- Disadvantaged pupils are improving their attainment and progress and securely closing any gaps between their achievement and that of non-disadvantaged pupils.
- Parents value and support the work of the school.

It is not yet an outstanding school because

- Achievement is not as high in mathematics, as in reading and writing. In this subject the most able pupils are sometimes insufficiently challenged and teachers' marking is less strong in helping pupils to improve.
- Subject leaders do not always effectively monitor the impact of strategies put in place to raise pupils' achievement.

Information about this inspection

- The inspectors observed lessons in all year groups and joined pupils receiving additional support. One of the lesson observations was carried out jointly with the headteacher. An assembly was also observed.
- Meetings were also held with the Chair and the vice-chair of the Governing Body, a representative of the local authority and senior and middle leaders.
- The inspectors observed the school's work and looked at documentation including, information on pupils' attainment and progress, behaviour and safety records, the school's view of its own performance, monitoring of teaching and learning and performance management, minutes of governing body meetings and safeguarding documents.
- A discussion was held with the school council and informal conversation took place during lessons and at break times. Inspectors listened to pupils read and talked with them about the books they enjoyed.
- Inspectors took account of 21 responses to Ofsted's online questionnaire (Parent View). They also spoke with parents at the start of the school day. The inspectors also looked at questionnaires completed by 20 members of staff.

Inspection team

Don Parker, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

Full report

Information about this school

- The school is a smaller than average sized primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Since the previous inspection, the school has had a temporary headteacher before the present headteacher took up the post in April 2013.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The early years provision for children is part-time in the nursery and full-time in the Reception class.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement in mathematics. by:
 - ensuring there is challenge and high expectation in all lessons and workbooks for the most able pupils
 - ensuring marking and feedback in books provides pupils with precise guidance on ways to further improve their work
 - ensuring pupils are provided with regular opportunities to apply their skills in problem solving.
- Improve leadership and management by developing the role of subject leaders to improve their effectiveness to monitor and evaluate the impact of those strategies implemented to improve aspects of their subject.

Inspection judgements

The leadership and management are good

- The headteacher is transforming the leadership of the school by building a strong team committed to improvement. She is developing the leadership and management skills of the two senior leaders, and the areas for improvement from the previous inspection have been decisively tackled.
- The headteacher, staff and governors have high expectations and are working successfully together to raise achievement for all groups of pupils. The chosen priorities for improvement are the right ones and they are being pursued rigorously.
- Leaders have improved the quality of teaching and pupils' achievement since the previous inspection and they are now both good with a sustained drive for further improvements.
- Leaders and managers use more robust systems for monitoring and evaluating the school's performance and this is further improving pupils' achievement. Pupils' reading and writing skills have improved significantly, but the school recognises the area for further improvement is mathematics, particularly for the most able pupils.
- Leadership and management of the early years are outstanding. Children are provided with high quality provision and make exceptional progress.
- Leaders promote responsibility and ownership for improving pupils' progress by all staff in the school. Most subject leaders know what works well and what needs to be done with clear actions. However, some leaders are relatively new to post and the rigour with which they check on the success of actions taken to make improvements could be stronger.
- Effective use is made of pupil premium funding to support disadvantaged pupils. This includes extra staff to provide additional support and lunchtime clubs, for example, for reading. Any gaps between the achievement of disadvantaged pupils and non-disadvantaged pupils in the school are closing, particularly in reading and writing. The school is also tackling the wider gap in mathematics.
- Safeguarding arrangements are thorough and meet statutory requirements.
- The primary school sports funding is used to pay for specialist sports teaching to improve the teaching of physical education and increase pupils' interest and participation in sport. This has increased the school's involvement in competitive sport and provided lunchtime sports activities.
- The performance management of teachers ensures staff is held to account for improving teaching and raising pupils' achievement, and is appropriately linked to teachers' pay progression.
- The curriculum is well organised and planned providing opportunities for learning that inspire pupils and promote a love of learning and supporting pupils' learning behaviour. Pupils are provided with opportunities to learn about British values. The curriculum significantly contributes to pupils' spiritual, moral, social and cultural development, their preparation for living in modern British society and to ensuring equality of opportunity and the elimination of discrimination.
- Parents spoken with during the inspection and responses to Parent View overwhelmingly value and support the school.
- The local authority has provided valuable support and guidance to leaders in their quest to improve the school's performance. There are established and effective partnerships with other primary schools in the local area to share best teaching practice. Staff are provided with a wide range of professional development opportunities linked to the school's development plan.
- Tracking of pupils' progress is well established and is, for example, used very effectively by the special educational needs coordinator to target support for pupils requiring extra learning support. As a result, rates of progress are improving for this group and these pupils achieve well.
- **The governance of the school:**
 - Governors have a detailed knowledge of the strengths and weaknesses of the school. This is based on a wide range of evidence, including analysis of national performance data and the school's own data.
 - They have increasingly focused on improving teaching and learning and achievement. Governors are successfully challenging the school to drive forward improvement and hold leaders to account for increasing pupils' rates of progress.
 - The use of pupil premium funding is analysed to ensure it has an impact on closing the gap between the attainment of disadvantaged pupils and the school's non-disadvantaged pupils.
 - Governors effectively check the school's monitoring systems for safeguarding and school improvement and ensure the school's performance management of teachers is rigorous with a sharp focus on

improving pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils almost always demonstrate positive attitudes to learning, for example, in taking pride in presenting their work in all subjects. They work harmoniously together in all age groups and this contributes to their good quality learning. On the few occasions when there is inattentiveness, it is a result of the work not being matched appropriately to pupils' learning needs.
- Pupils take a pride in their school and are sensible and orderly as they move around the corridors and playground, showing consideration for others.
- Incidents of poor behaviour are rare and pupils state that teachers tackle misbehaviour quickly and effectively.
- Pupils have a very clear understanding of the difference between right and wrong and the consequences of their actions.

Safety

- The school's work to keep pupils safe and secure is good.
- The headteacher, staff and governors are rigorous in keeping pupils safe throughout the school. Pupils say they feel safe, and receive helpful information from teachers about how to keep safe and this view is supported by parents.
- Pupils are aware of the different types of bullying, including e-safety and the school has effective systems to monitor behaviour. There is occasional bullying, but pupils say it is tackled swiftly by teachers.
- The school's systems to improve pupils' attendance are having an impact and thus attendance is currently above average.

The quality of teaching is good

- The quality of teaching has improved since the last inspection, particularly that of reading and writing. This has led to good quality learning and increased rates of progress.
- Relationships between teachers and pupils are very positive, promoting enthusiastic attitudes to learning that effectively support pupils' good achievement.
- Teachers very skilfully use questioning to extend and deepen pupils' learning and this ensures good rates of progress. For example, in a discussion about a text from a reading book a teacher asked, 'What does 'fear had caused paralysis' mean?'
- There is good provision for pupils requiring additional support. Adults ensure these pupils are fully involved in their learning by matching learning carefully to their needs and sensitively supporting them through difficulties.
- Teachers use regular and accurate assessment to ensure all pupils know how well they have done.
- Almost all teachers have high expectation of pupils' presentation of their work and as a result, pupils show pride in their work in all subjects.
- Phonics (letters and the sounds they make) is taught well. Pupils apply their phonic skills in independent reading and enthusiastically show a love of reading.
- Resources are carefully chosen to support and extend pupils' learning and this helps to motivate pupils and increase their commitment to learning, for example, the wide range of materials used to support the topic on Antarctica and the good selection of high-quality reading books.
- Work for the most able pupils, particularly in mathematics, is not always matched precisely to pupils' learning needs and there is too much consolidation of previous learning that pupils already fully understood.
- Teachers' marking of books is accurate and their feedback praises and encourages pupils. Comments are provided to help pupils further improve their work, but this practice is not consistent in all subjects, especially in mathematics where pupils do not always know how to improve their learning.
- Pupils in mathematics enthusiastically take part in practical challenges, but on occasion there are missed

opportunities in lessons for them to solve more complex relevant problems.

- The school very successfully encourages pupils to use and apply their English and mathematics skills in other subjects, especially through work in topics, and this further deepens pupils' learning. Frequent opportunities for pupils to write in different styles during their topic work is contributing to improved achievement in writing.
- A wide range of homework is provided to successfully support pupils' learning throughout the school.

The achievement of pupils

is good

- Pupils are making good and improving progress in reading, writing and mathematics. Overall attainment in the Year 6 national tests was above average in each subject in 2014. However, the attainment of the school's most able pupils in reading and writing was higher than in mathematics.
- Many children start in the early years with knowledge and skills below those typical for their age, particularly in communication. Due to at least good and often outstanding teaching children make exceptional progress from their varying starting points and are very well prepared to start their work in Key Stage 1.
- There is improving achievement in Year 1, with an increasing and above average proportion of pupils reaching the expected standard in the phonics screening test in 2014.
- Standards at the end of Year 2 have improved during the last two years and were above average for reading, writing and mathematics in 2014. The most able pupils achieved more highly in reading and writing than in mathematics.
- Pupils' work in their books and the school's current tracking data show pupils are now making good progress through Key Stage 1.
- Overall, pupils make significantly above average progress in reading and writing through Key Stage 2, but there are fewer pupils exceeding the expected progress in mathematics, compared with reading and writing.
- There is more consistent progress in reading through all year groups and this has been effectively supported by well-planned English teaching and guided reading groups.
- Disabled pupils and those with special educational needs have improving rates of progress, in response to the introduction of systems to more effectively track their progress and adapt their provision and support quickly when needed. As a result their achievement is good.
- Other pupils receiving extra support are making good and improving progress. For example, pupils from minority ethnic groups and pupils who speak English as an additional language are achieving well throughout the school.
- Disadvantaged pupils are making good progress overall. The gaps between their attainment and that of non-disadvantaged pupils in the school and nationally are closing securely overall. However, the attainment of disadvantaged pupils in reading, mathematics and writing is still broadly three terms behind non-disadvantaged pupils in the school. Disadvantaged pupils' attainment in reading and writing is less than one term behind non-disadvantaged pupils nationally, but in mathematics it is more than one term behind. Overall, disadvantaged pupils in the school make similar progress to non-disadvantaged pupils nationally, albeit not as strong in mathematics as in reading and writing.

The early years provision

is outstanding

- The highly skilled and enthusiastic early years leader provides the drive and determination that has rapidly improved provision and children's outcomes.
- Children are happy and confident and staff help them to settle quickly into school.
- Parents are very supportive of their children's work and the provision in the early years. Staff ensure communication is regular and informative, enabling parents to support their children's learning.
- The quality of teaching is outstanding over time and never less than good. Staff have high expectations and children achieve well across all areas of learning, both indoors and outdoors. This is because activities are planned carefully to meet children's learning needs and interests.
- There are stimulating, imaginative and creative activities and areas provided for children and as a result they engage enthusiastically in learning.

- Most children, including those with special educational needs, make rapid progress from their starting points and as a result, children are well prepared to join Year 1.
- Children are very well behaved showing consideration for others, listening to each other and taking turns. They work well together and enthusiastically explore in a safe and supported area and this ensures children make significant gains in their social, emotional and physical development.
- All staff contribute to regular observations and checks on children's learning and these accurate assessments are used to extend children's experiences with challenge and high expectation. This contributes to the increasing proportion of children attaining a good level of development and making rapid progress.

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	106942
Local authority	Rotherham
Inspection number	442172

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	237
Appropriate authority	The governing body
Chair	Mark Janvier
Headteacher	Helen McLaughlin
Date of previous school inspection	23 January 2013
Telephone number	01709 760084
Fax number	01709 879767
Email address	olasj@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 and 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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

