

# St Joseph's Roman Catholic Voluntary Aided Primary School, Newton Aycliffe

Garburn Place, Newton Aycliffe, County Durham, DL5 7DE

**Inspection dates** 18–19 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Safeguarding arrangements do not meet statutory requirements. Training in, and the monitoring of, safeguarding are not robust. Not all staff are confident in using the school's systems for reporting safeguarding incidents.
- Leadership and management are inadequate. Not enough has been done to stop the decline in the school's effectiveness since the previous inspection.
- Middle leaders are very new to post and their work has had little impact on improving teaching and pupils' progress.
- The newly reconstituted governing body has not developed the skills to enable it to challenge the school's leadership effectively.
- Procedures for monitoring and supporting pupils with disabilities and special educational needs, disadvantaged pupils and those who speak English as an additional language are not effective. Too many of these pupils are underachieving.
- Significant groups of pupils, particularly in Key Stage 2, underachieve in reading, writing and mathematics.
- The school has gone through a period of extensive staffing changes, which have included the use of temporary teachers. As a result pupils' progress has slowed and standards have fallen.
- Teaching is inadequate as it has not enabled pupils to make sufficient progress since the last inspection. Teachers are not consistently applying the school's policies and procedures correctly.
- Behaviour and safety are inadequate. A significant minority of pupils cause low-level disruption to lessons in some classes. Pupils are not confident staff will respond to complaints about bullying.
- There are some gaps in pupils' knowledge of how to keep themselves safe online and in their understanding of basic British laws.
- The early years' provision is inadequate due to safeguarding. The training and development of staff in the early years are not consistently good.

### The school has the following strengths

- Children in the early years make rapid progress in learning letters and the sounds they make.
- Support for those pupils who speak English as an additional language is good in the early years.

## Information about this inspection

- Inspectors observed each class in the school, including the early years and phonics sessions, and a wide range of lessons. Three lessons were observed jointly with the headteacher.
- Discussions were held with the headteacher, those responsible for leading literacy and mathematics and the seconded special educational needs coordinator as well as the consultant headteacher. Representatives from the local authority and governing body met with inspectors and telephone discussions were held with the local authority school improvement service.
- Inspectors observed pupils' work in lessons and scrutinised a large number of books from all years and the majority of subjects. Pupils from Years 2 and 6 were heard reading and inspectors met with the school council and with groups of pupils.
- A visit was made to the school's own on site breakfast club.
- Inspectors scrutinised a wide range of documentation, including the school's plans for improvement, self-evaluation, and information on pupils' progress in all years in reading, writing and mathematics. Inspectors scrutinised documents for safeguarding and behaviour, and records of meetings, reports and policies.
- The inspectors also spoke to a range of parents, some at the start and end of the school day, and some through telephone calls. Inspectors took account of the 38 responses to Parent View, the online Ofsted questionnaire.
- The 18 staff questionnaire responses were taken into account, as were several conversations with staff and support staff across the school.

## Inspection team

Rebecca Lawton, Lead inspector

Additional Inspector

Deborah Wylie

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

### Information about this school

- St Joseph's is a smaller-than-average primary school. It is federated with St Mary's Roman Catholic Voluntary Aided Primary School, Newton Aycliffe
- The school runs its own breakfast club.
- The majority of pupils are of White British heritage. The proportion of the pupils who speak English as an additional language is above the national average.
- A significant number of pupils join the school at times other than the normal start date.
- The proportion of pupils who are disabled or who have special educational needs is slightly above the national average.
- The proportion of pupils who are known to be eligible for the pupil premium (the additional government funding supporting those on free school meals and those looked after by the local authority) is slightly below the national average.
- In 2014, the school met the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The early years provision has part-time places in the Nursery and full-time places in Reception.
- Since the last inspection, almost the entire teaching staff is new to post. There has also been a significant number of temporary staff due to absence among the permanent staff. Some pupils have had five different teachers since the last inspection.
- At the time of the inspection, the special educational needs coordinator and deputy headteacher were absent.

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

- Urgently improve the impact of leadership and management, including governance, by:
  - ensuring safeguarding procedures meet statutory requirements
  - improving the rigour with which safeguarding incidents are tracked, monitored and reported and ensuring that all staff undertake regular safeguarding training and are confident in reporting incidents
  - ensuring that middle leaders monitor teaching and learning rigorously so that pupils' progress improves rapidly
  - enhancing action plans for further improvement and using them to hold staff rigorously accountable for pupils' progress
  - improving the effectiveness of the systems for managing the provision for pupils with disabilities and special educational needs
  - making certain that additional support for disadvantaged pupils, those who speak English as an additional language and pupils with disabilities and special educational needs has a positive impact on learning in all year groups
  - developing the skills of governors so that they are able to challenge the school using information on the performance of all pupils and make better checks on safeguarding procedures
  - improving the curriculum for safety so that pupils have better knowledge of how to stay safe online and of the basic laws in Britain
  - ensuring staff in the early years receive regular, effective training and opportunities for development
  - ensuring provision in the early years, and throughout the school, to support children who speak English as an additional language is checked carefully.
- Improve the quality of teaching in order to make sure that all groups of pupils across all year groups make

at least good progress, by:

- ensuring that work is set at an appropriate level of difficulty so that all pupils including the most able are appropriately challenged
- giving all pupils clear feedback on their work and ensuring they respond to teachers' comments
- supporting those pupils with special educational needs and disabilities, within class, to close any gaps in their achievement with their peers and in comparison to national expectations
- improving the quality of pupils' writing and their handwriting, particularly in Key Stage 2.

■ Improve pupils' behaviour and safety by:

- ensuring strategies to manage behaviour are applied consistently across the school and that the way teachers use these strategies to reduce low-level disruption in lessons is improved
- improving systems for managing behaviour outside of lessons
- responding promptly to pupils' concerns about name calling or bullying.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management can be improved.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management can be improved.

## Inspection judgements

### The leadership and management are inadequate

- The school's overall effectiveness has declined significantly since the previous inspection. Every class and year group has had periods of staffing change, and some classes have had as many as five different teachers since the last inspection. Leaders have not managed well enough this high staff turnover or the deployment of the temporary teachers; as a result, pupils' achievement is now inadequate.
- Behaviour and safety are inadequate because leaders have not ensured that all staff are confident in how to report concerns over child protection. Records of behaviour and safeguarding concerns are not systematic and are not analysed robustly. Additionally, training records have not been adequately managed; due to this, safeguarding arrangements do not meet statutory requirements. Insufficient checks on the school's procedures for reporting safeguarding incidents have led to safeguarding not meeting requirements.
- The curriculum is not ensuring that pupils have sufficient understanding of how to stay safe online, nor is it developing pupils' understanding of the basic laws in modern Britain. Pupils are not currently well prepared for life in modern Britain as there is confusion among pupils as to what is legal and illegal. For example, some children do not understand age restrictions for films and computer games. Plans and evaluations of the curriculum have been slowed by the frequent changes in staff.
- Leadership of teaching over time has not ensured pupils make the progress of which they are capable. The headteacher is aware of the weaknesses in the school and a significant number of new initiatives have been agreed. These include appointing some new leaders, using the federation to cover staff absences and reviewing procedures for behaviour and improved management of the school day. However, many of these initiatives are very recent, some have only been in place for a matter of days and some have not been put into action. Therefore, they have not significantly improved outcomes for pupils.
- Leaders and governors have a clear desire to promote equal opportunities, tackle discrimination and foster good relations. However, they have not ensured that significant groups of pupils, including some who speak English as an additional language, some with special educational needs and some disadvantaged pupils make sufficient progress. As a result, the school is not effectively promoting equality of opportunity.
- The interventions and support that are in place for pupils who are not making sufficient progress and for those supported by the pupil premium are not being measured rigorously enough to give teachers the accurate view of progress they require. Some pupils are not making any progress from one assessment point to another.
- The effectiveness of provision for pupils with special educational needs and disabilities has declined during a period of prolonged staff absence. Some actions and the availability of resources to support learning have been delayed. The school has now brokered additional staff from the federation to manage this workload. However, to date, this has only been in place for two afternoons and hence it is not possible to judge its impact.
- Middle leaders have been in post less than a term and have not shown any impact on pupils' achievement in literacy and numeracy. There has not been sufficient monitoring of teaching and support for staff to improve literacy and numeracy across the school and significant inconsistencies remain. Action plans and documents designed to improve achievement in literacy and numeracy are not robust. Targets for improvement are not measurable and, as such, these leaders are not fully accountable for their performance or able to evaluate the effectiveness of their actions.
- The leadership and monitoring of teaching has not ensured that all groups and abilities achieve equally well. The high turnover of staff means that management of teachers' performance has not been an effective means of improving teaching in the majority of cases.
- The primary physical education and sports funding has been used effectively. Pupils benefit from expert coaching and many attend the extra-curricular sports activities.
- The use of pupil premium funding to support disadvantaged pupils in their learning is inadequate. Some of these pupils are not making sufficient progress and are falling further behind other pupils in the school and nationally. The additional support these pupils receive is not being measured to show its effectiveness.
- The local authority has recently increased its support for the school due to the decline in pupil progress. However, the support for leadership that has been negotiated, such as a consultant headteacher and a temporary special needs coordinator, has not had any impact on outcomes for pupils; consequently, many continue to make progress that is below expectations.
- Newly qualified teachers who are already associated with the school may be appointed, as the school has

significant links to its federation that can ensure new teachers have sufficient support for developing their practice. The school must seek permission from the regional Her Majesty's Inspector, to appoint any other newly qualified teachers new to the school, before recruitment.

■ **The governance of the school:**

- Governors are committed to the school and have ambition and high expectations but are not translating this into challenge that will result in the school improving rapidly.
- The governing body has recently been reconstituted and has not had the training and support needed to be able to investigate information on pupils' attainment and progress, check the school's work for safeguarding pupils and monitor the impact of pupil premium funding.
- The governing body does not currently have an accurate vision of the school's current performance, including the quality of teaching; it is overly reliant on the headteacher for this information. Therefore, it is not able to provide the required level of challenge to school leadership.
- Governors have managed teachers' and leaders' performance adequately in the past. Systems to manage staff performance have not been recently implemented due to the prolonged period of staffing change.
- Governors have not ensured that statutory safeguarding procedures meet requirements. Safeguarding training for staff and the management of safeguarding have not been robust enough. Due to the significant changes in staff, these areas have become less secure since the last inspection.

**The behaviour and safety of pupils**

**are inadequate**

**Behaviour**

- The behaviour of pupils is inadequate. Although pupils know how to behave well, a significant minority cause low-level disruption in some classes, particularly with new or temporary staff who are not using the school's systems consistently.
- The strategies and techniques the school has agreed for managing behaviour are not being consistently applied by all staff. Teachers and pupils say that poor behaviour does affect learning in some lessons.
- Pupils say that there is occasional name calling and rare occasions of bullying; however, they are not confident staff will always respond to incidents they report. Pupils have lost faith in the management of behaviour by staff due to the high turnover of personnel and weaker implementation of policies by some staff.
- Parents support the school policies for setting homework but some are concerned about behaviour within classes.
- Pupils behave well in assembly and during religious services and are respectful to staff and governors. However, their attitudes towards one another, particularly outside of lessons, are not good. The school has recognised this and has planned changes to the lunch and break times to change this behaviour outside of lessons.
- Attendance is above the national average and punctuality is improving due to the school's good use of an on-site breakfast club.

**Safety**

- The school's work to keep pupils safe and secure is inadequate. Not all staff are confident in how to report any concerns they may have about safeguarding. Training is not sufficiently robust for all staff and, currently, there are periods where there is no member of staff on site who has child protection training, and hence could take the appropriate action if circumstances demanded. Leaders and governors have not ensured training for staff and curriculum coverage for safety elements, such as staying safe online, are sufficient to keep the pupils safe and are being maintained during this period of high staff turnover. As a result there are gaps in pupils' knowledge and understanding of how to stay safe online.
- Not all risk assessments in the school are sufficiently robust. Documents to track and monitor trends in behaviour and safety are not systematic or analysed regularly.

**The quality of teaching**

**is inadequate**

- The quality of teaching over time is inadequate. It has been significantly affected by the frequent changes in staff, including the use of temporary teachers. Due to this, some pupils have not been challenged to

make the faster progress they are capable of and too many pupils have not made adequate progress in the core subjects of reading, writing and mathematics. Teaching is not promoting the rapid progress necessary to close the gaps that exist due to this legacy of weaker teaching.

- The additional support for those pupils who speak English as an additional language, those with special educational needs and those who need to close gaps in their attainment in reading, writing and mathematics is not sufficiently accelerating the progress of these pupils. No system is in place to measure the impact of these additional sessions, and some of these pupils are making no progress at all.
- The needs of pupils with special educational needs are not always being met. The high number of temporary staff means that some teachers do not always know how to adapt the lesson to meet these needs. This is slowing progress for these pupils.
- Several assessment procedures are in place across the school but these are not being monitored rigorously and some teachers are not using these consistently. For example, some assessments and feedback are being used for one group but not another within the same class; this inconsistency means some pupils are making faster progress than others.
- Teaching is not ensuring pupils are challenged appropriately and some pupils are able to choose not to complete the tasks set. Poor skills in literacy are sometimes a barrier to progress and teachers are not always supporting those who find learning difficult or stretching the most able pupils.
- Where teachers have strengths in some subjects or approaches, such as the use of more challenging tasks for the most able pupils, these are not currently being shared among other staff. Training or good ideas that work for some pupils are not consistently implemented so that pupils in all year groups can benefit from this good practice.
- Teaching of mathematics is not ensuring all pupils make good progress. Some groups of pupils make considerably better progress in mathematics and have better support than others. Not all classes are getting enough opportunities to apply their mathematical skills in practical situations.
- The teaching of early reading in the early years is ensuring pupils are well prepared for the next stage of their education. Pupils say that they enjoy reading and have regular feedback on how to improve. The new guided reading sessions are having a positive impact on pupils' progress.
- Many pupils are struggling with writing and have handwriting that is very difficult to read. The new handwriting sessions are slowly starting to improve this for some pupils, but overall standards of writing remain well below expectations for pupils, particularly across Key Stage 2.
- Teachers are marking pupils' books and asking for improvements to be made. However, not all pupils are given the opportunity to make these improvements, which means some pupils make faster progress than others, and some make the same mistakes over again.
- Teachers have good relationships with their pupils and these are encouraging them to start to take more care in their work and to improve their rates of progress. However, in those classes where there have been significant amounts of temporary staff, these teachers have not always been able to manage the behaviour of pupils and ensure low-level disruption does not reduce learning.

### The achievement of pupils

### is inadequate

- In Key Stage 2, progress is inadequate. Across this key stage there is too much variation between the amounts of progress made by different groups of pupils in different subjects both within and between classes. This erratic progress is due to the frequent changes in staff and a lack of consistency in the quality of teaching and learning since the last inspection.
- Children join the school with skills that are below those typical for their age. A large and increasing proportion of pupils join speaking little or no English. Too few, by the end of Reception, have reached a good level of development in the past two years and therefore were not well prepared for learning when they joined Year 1. For example, only 17% of pupils reached a good level of development in 2014.
- In the most recent national phonics check in Year 1, pupils performed well compared to the national picture, and this reflects good progress in early reading for all groups of pupils in this year group.
- In 2014 the attainment of pupils dipped at the end of Key Stage 1 and was below the national average in reading, writing and mathematics. Progress has recently improved with the arrival of new staff and most groups of pupils are currently making expected progress in reading, writing and mathematics. Those pupils who speak English as an additional language and those with special educational needs are closing gaps in their progress in English to their classmates. However, the girls in Key Stage 1 are making less progress than boys.
- The achievement of the most able pupils is inadequate. Too few pupils reached the higher levels in

reading, writing and mathematics by the end of Key Stage 1 in 2014. Additionally, few pupils gain the higher level in writing at the end of Key Stage 2. This is because they are not always set work that challenges them to make the progress of which they are capable.

- Currently, disadvantaged pupils make inadequate progress compared to non-disadvantaged pupils nationally. They were significantly behind non-disadvantaged pupils nationally at the end of Key Stage 1 in 2014. At the end of Year 6 in 2014 disadvantaged pupils were around two terms behind other pupils in the school in reading and mathematics and about a term behind in writing. However, compared to other pupils nationally, disadvantaged pupils in the school were about four terms behind in mathematics and writing but less than a term behind in reading. The gap is not closing swiftly enough in writing and mathematics.
- The attainment gap between disadvantaged and other pupils in the school's Year 6 in 2014 appeared to be narrowing in writing and mathematics. This was because the attainment of other pupils declined. However, the in-school attainment gap did narrow in reading.
- The achievement of pupils with disabilities and special educational needs is too variable between year groups and is inadequate. These pupils' progress is not being monitored closing enough for teachers to take action quickly when pupils are underachieving.
- A large number of pupils join the school at times other than at the start of school and too many of these pupils do not close the gaps in their learning quickly enough.
- The progress of pupils who speak English as an additional language in Key Stage 2 is very variable and overall is not good enough. Their progress is not being monitored rigorously and actions not taken quickly when they are found to be underachieving.

### The early years provision

### is inadequate

- Safeguarding in the early years provision is inadequate. This is because records are not systematically kept and not analysed robustly. The issues raised about safeguarding training apply to the early years' provision as well as the rest of the school. Overall the early years' provision is inadequate because of safeguarding.
- Provision for children in the early years has recently improved. Children are currently making much better progress than in the recent past. School data shows they are currently on track to reach much higher levels of achievement by the time they leave Reception this year. Those with additional needs are being identified early and receiving good support.
- Leadership of the early years requires improvement. The early years' leader has ensured that the weaknesses in the provision have been identified and improvements are being made. The quality of teaching and assessment systems has improved. Support for children who speak English as an additional language has rapidly improved; however, the impact of this provision is not being carefully checked.
- Training and staff development are not yet consistently good and the performance of some early years' staff is not being robustly managed. There are gaps in the newly appointed leader's training, including the knowledge of how to continue to improve provision.
- Teaching is strengthening and is having a positive impact on children's progress and achievement is swiftly improving. The teaching of early reading in the early years is improving quickly and is ensuring all, including those who speak little or no English, make fast progress in learning letters and the sounds they make.
- Outdoor provision is particularly improved since the last inspection and all resources in the early years are well managed so that all children have equal access. Children share well and are learning good manners and respect. The behaviour of children in the early years is good and they feel safe and secure.

## 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>	114266
<b>Local authority</b>	Durham
<b>Inspection number</b>	456116

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>	186
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gerardine Stubbs
<b>Headteacher</b>	Grainne Duffy
<b>Date of previous school inspection</b>	21 June 2012
<b>Telephone number</b>	01325 300337
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