



St Mary's and St Joseph's Roman Catholic Voluntary Aided Primary School

Inspection Report

Unique Reference Number 118035
LEA East Riding of Yorkshire
Inspection number 280222
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Mr Brian Dower

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

Type of school	Primary	School address	Maxwell Road
School category	Voluntary aided		Pocklington
Age range of pupils	4 to 11		York, North Yorkshire YO42 2HE
Gender of pupils	Mixed	Telephone number	01759 303287
Number on roll	95	Fax number	01759 303287
Appropriate authority	The governing body	Chair of governors	Mr Nick Tomaszewski
Date of previous inspection	1 October 2000	Headteacher	Mrs Jennifer Firth

Age group 4 to 11	Inspection dates 4 May 2006 - 5 May 2006	Inspection number 280222
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

St Mary's and St Joseph's Roman Catholic Primary School is smaller than average and serves the mainly owner-occupied residential areas of Pocklington and surrounding villages. Attainment on entry to the school is broadly average and the number of pupils with learning difficulties and/or disabilities is below that found nationally. The proportion of pupils eligible for free school meals is low and there are no pupils from minority ethnic backgrounds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and the judgement matches the school's own evaluation of its effectiveness. Some aspects of its work are outstanding. Parents are justified in the confidence they have in the school and it is held in high esteem. Pupils enjoy their work and they feel safe, secure and cared for. Christian values are at the heart of this close-knit and harmonious community. Children make good progress and reach above average standards by the end of the Reception class, because of effective teaching. Their personal, social and emotional development is very good in this foundation year. Standards are also above average at the age of seven and when pupils leave the school. Progress and achievement overall are good. A priority for the school is to raise numeracy standards, particularly in Years 1 and 2. Pupils' personal development and well-being, and the care and support they receive, are outstanding. Teaching is good. The curriculum, with its wide range of additional activities and visits, encourages learning. The school recognises the need to improve outdoor play provision for pupils in Reception and is committed to developing the creative aspects of the curriculum. The school is well managed and the headteacher provides exceptional leadership in the drive to raise standards. All staff and supportive governors work effectively together and this, together with the significant improvements since the previous inspection, places the school in a strong position to move forward. Value for money is good.

not applicable

What the school should do to improve further

- Improve numeracy standards, particularly in Years 1 and 2, through higher expectations of pupils.
- Develop the creative aspects of the curriculum and improve the provision for outdoor play for the younger children.

Achievement and standards

Grade: 2

Pupils achieve well. Children make good progress in the Foundation Stage. Children exceed their expected goals in all areas of learning by the end of the Reception year, especially in their personal, social and emotional development. Results in national tests for older pupils have to be viewed with caution because of the small number of pupils entered each year. The results of the 2005 tests at the end of Year 2 were below average and achievement was unsatisfactory. This was because of staffing difficulties, which have been resolved. The quality of work being done now in Years 1 and 2 is above average and is representative of the standards attained prior to 2005. The one area for improvement is to raise numeracy standards by the end of Year 2. Test results at the end of Year 6 in 2005 were above average and the school exceeded its own challenging targets. Pupils with learning difficulties and/or disabilities did particularly well and reached the expected national standards. Boys and girls have achieved equally in national tests and school assessments. Standards by Year 6 are likely to remain

above average this year. The progress and achievement of all pupils throughout the school are good.

Personal development and well-being

Grade: 1

"That's what this school is about, responsibility and trust." - Year 6 boy.

Pupils' personal development and well-being are outstanding. This is because of the confidence and self-esteem the school gives them and the way it encourages in all pupils a concern for others and sensitivity to each other's views and feelings. Pupils' behaviour is exemplary and they thoroughly enjoy all that the school has to offer, including the extra-curricular activities and visits. Attendance is well above average and there is no unauthorised absence. Their spiritual, moral, social and cultural development is excellent. They willingly accept responsibility, raise funds for charity and help in the community. They influence what happens in the school by voicing their views in the school council. The older pupils support the younger boys and girls in class and in the playground. The ease with which a Year 6 boy helped a young girl cut her food in the dining room speaks volumes for the school's mutually supportive ethos. Pupils know how to stay safe and they are free from any form of bullying or intimidation. Pupils know how to be healthy and how to stay fit. They are developing good basic skills and the ability to work collaboratively and independently. They exercise initiative and are keen to find things out for themselves. They have the personal qualities to succeed in life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, with some outstanding features. Working relationships throughout the school are very good and adults know the children's strengths and needs. Pupils know how well they are doing and they receive excellent guidance on what to do to get better. They have targets for improvement and they use them constantly to make sure they are making the progress expected of them. The marking and assessment of pupils' work are exemplary and used to plan lessons and to target support where it is most needed. Classroom assistants make a significant contribution to the progress of pupils, particularly those with learning difficulties and/or disabilities. Teachers have very good subject knowledge and they plan well to meet the needs of the different age and ability groups in each class. They have high expectations of the pupils and challenge them to give of their best. Such rigour is tempered with a supportive and caring approach in the classroom. Every effort is made to make learning fun and to involve pupils actively. Pupils particularly enjoy learning using the recently installed interactive whiteboards. Teachers are becoming skilled at using these boards to strengthen teaching and the school is keen to exploit their use to the full. It recognises that the teaching of mathematics needs to ensure that all pupils, particularly

those in Years 1 and 2, attain as well as the can. There are measures in place to achieve this.

Curriculum and other activities

Grade: 2

The curriculum is good and there is a wide range of extra-curricular activities and visits to extend pupils' understanding and enjoyment of their work. These are well attended. There is good provision for developing pupils' literacy and ICT skills. The school has strengthened the provision for improving numeracy skills. The Foundation Stage curriculum covers all the required areas of learning and plans are in place to address the lack of suitable outdoor activities for the younger children. Good use is made of community resources and visiting speakers to broaden curriculum provision, particularly in the very good personal, social and health education programme. Pupils learn about their rights and responsibilities as citizens. Every effort is made to develop pupils' awareness that they live in a multi-cultural society and that there are diverse faiths in Britain. The school now has the development of the creative aspects of the curriculum as a priority in its improvement plan.

Care, guidance and support

Grade: 1

"Very satisfied parents and happy, contented, secure children." - Year 5 parent.

The care the school gives to all pupils is exemplary. Christian values underpin everything it does to support and guide each pupil. Every adult working in the school is committed to pupils' welfare and to helping them develop into confident and responsible young people. Child protection procedures are well established, clearly understood and used appropriately by all staff. Rigorous risk assessments, particularly when out of school visits are planned, demonstrate a strong commitment to pupils' safety. The school has an excellent system for tracking pupils' progress over time and for giving additional help when weaknesses are identified. Pupils who have learning difficulties and/or disabilities, who are vulnerable or who require help with a particular problem, are well supported by staff who give generously of their time to meet those needs. There are very good links with the local secondary schools to ease pupils' transition to the next stage of their education. Children settle quickly as they start in the Reception class because of the caring and friendly welcome they receive.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher knows everything about her school and what is needed to make it better. Her leadership has been outstanding in terms of her determination and drive to raise standards and to promote the well-being of her pupils and staff. Equality of opportunity is strongly promoted and the management of the needs of pupils with learning difficulties and/or disabilities is excellent. The school is rigorous in evaluating its strengths and weaknesses and takes

on board the opinions of all, including those of parents and pupils. There is no complacency and teachers regularly share with each other ways to improve their classroom practice. There is a very good programme for the professional development of teachers and teaching assistants. Governance is good. Governors know the school well and are its enthusiastic advocates. They are closely involved in evaluating its performance and in planning for the future. The rising trend in standards is evidence of the strong team of teachers now in place and the effective support they are receiving from the governing body. The school is well staffed. There is a good range of resources to support pupils' learning and they are used well to secure good value for money. Building work is being undertaken which, when complete, will greatly enhance the learning environment. There have been significant improvements since the last inspection and the school's capacity to improve further is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

St Mary's and St Joseph's Roman Catholic VA Primary School

Maxwell Road

Pocklington

York

North Yorkshire

YO42 2HE

8 May 2006

Dear pupils

Thank you for the courtesy and welcome you extended to me during my recent visit to your school. I appreciated the time several of you gave to talk to me about your work and the many activities available to you outside of lessons.

I found that you are making good progress and that your school does many things well.

Standards are above average and rising. Your teachers are working to make sure this trend continues.

You are very well cared for, and you feel safe and secure in your school.

You are developing the personal qualities and basic skills to enable you to succeed in life.

You work hard, and show respect and support for each other.

You appreciate the clubs, activities and trips which are organised for you.

There are two things for the school to work on to make your education even better.

Improve standards of numeracy, particularly in Years 1 and 2.

Extend the opportunities you have for being creative in your work and improve the outside play area for the younger children.

I wish you and your school every success in the future.

Yours sincerely

Brian Dower

Lead Inspector