

St Joseph's Catholic Primary Voluntary Academy

Philip Avenue, Cleethorpes, Lincolnshire, DN35 9DL

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is exemplary. They are polite and care for each other well. Their excellent behaviour and attitudes to learning help them to make good progress.
- Pupils say that they feel totally safe while at the academy. They understand clearly how to keep themselves and others safe.
- Based on their starting points, pupils achieve well and make good progress throughout their time at the academy. By the end of Year 6, most pupils attain average standards in English and mathematics.
- The quality of teaching is good overall. As a result of the good teaching, pupils make good progress.
- The headteacher and senior leadership team form a strong unit to lead the academy. They work closely together to move the academy forward, improving the quality of teaching and pupil achievement.
- Governance is good overall. Governors know the strengths of the academy and work well alongside the headteacher and staff to bring about improvements.

It is not yet an outstanding school because

- In spite of good progress, pupils' attainment remains broadly average, with too few reaching higher levels.
- There have been many recent changes in the governing body personnel. The newly appointed governors are not yet fully involved in checking on what the academy does well or in planning for its future.

Information about this inspection

- Inspectors observed seven teachers teaching in 11 lessons.
- They observed pupils in lessons, at play, as they moved around the academy and in assemblies.
- Discussions were held with the staff, members of the governing body, including the Chair of the Governing Body, a parent and pupils.
- Inspectors heard pupils read from Years 2 and 6. They analysed in detail pupils' work from Years 2 and 6.
- Inspectors took account of the 25 responses from the on-line questionnaire (Parent View), the school's own questionnaire for parents and a letter from one parent. The lead inspector met with one parent at the parent's request.

Inspection team

John Foster, Lead inspector

Additional Inspector

Jane Salt

Additional Inspector

Full report

Information about this school

- This academy is smaller than the average-sized primary school.
- A large majority of pupils are of White British heritage. The other pupils are from a range of minority ethnic backgrounds. The proportion of pupils who do not speak English as their first language is lower than average.
- The proportion of pupils supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. The pupil premium is additional funding the academy receives for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- In 2012 the academy met the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- St Joseph's Catholic Voluntary Primary Academy converted to become an academy school on 1 April 2012. When its predecessor school, St Joseph's Roman Catholic Primary School, was last inspected by Ofsted, it was judged to be good.
- The academy premises are used by a private provider for nursery education. This setting was inspected separately and not as part of this inspection. The report of the setting's latest inspection may be found on the Ofsted website.

What does the school need to do to improve further?

- Raise attainment further in English and mathematics by:
 - ensuring that teaching is at least consistently good or better in all lessons
 - ensuring that all pupils are given work that challenges them according to their ability
 - giving pupils frequent opportunities to use their numeracy and literacy skills across a range of subjects.
- Develop the role played by the recently recruited members of the governing body by:
 - ensuring that they are fully involved in checking on the academy's performance
 - involving them from the earliest stages in planning for the academy's future.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and knowledge that are below those typical for their age. They are taught well, and make good progress during their time in the Reception class.
- Throughout Key Stage 1 and Key Stage 2 pupils continue to achieve well and make good progress overall. As a result of good teaching, by the end of Year 6, most pupils attain expected levels in English and mathematics, although a lower proportion reach the higher levels compared to figures nationally.
- The academy's data, alongside national data, indicate that, over time, most pupils make good progress based on their starting points. The 2012 national figures indicate that the proportion of pupils that made better than expected progress was higher than that found nationally. Almost all the current Year 6 group are on track to attain expected standards in English and mathematics, with a good proportion attaining higher than expected levels. Where pupils are identified as having particular skills in, for example, mathematics, work is set for the more able pupils to achieve well and reach above average levels.
- Disabled pupils and those who have special educational needs are catered for well. They are taught well overall and this enables them to make similar rates of progress to other groups of pupils.
- In national tests at the end of Year 6 in 2012 the attainment of pupils who were known to be eligible for free school meals was more than four terms behind their peers in school in English and two terms behind in mathematics. The progress of pupils known to be eligible for pupil premium funding, is being accelerated by using the funding to provide extra support for these pupils. This is having a positive effect in closing the gap between this group of pupils and the non-free school meals pupils. The academy's Catholic ethos ensures that there is no discrimination and that all pupils are treated equally.
- Pupils are keen readers. Their reading skills are well developed and they use a range of strategies to work out words they are unsure about. They talk enthusiastically about their books and why they have chosen a particular book to read.
- Pupils' writing skills are developing well, particularly when they are taught well. They are taught to use good vocabulary and to ensure that their work is accurate. However, pupils are not always given enough opportunities to practise their writing skills in a range of subjects.
- By the end of Year 6, pupils' skills in numeracy and literacy are developed well so that they are well prepared for the next stage of their education.

The quality of teaching is good

- The quality of teaching is good overall although there is some inconsistency across the school.
- In the best lessons, the teacher plans interesting activities so that pupils find their work stimulating and exciting. In a Year 5 mathematics lesson, for example, pupils were at the earliest stages of using protractors and compasses to draw accurate examples of mathematical shapes. The more-able within the class were measuring accurately with their compasses and rulers, drawing triangles based on information given to them. Pupils responded to their teachers' high expectations by producing accurate and meticulous work.
- The major reason for a small proportion of lessons being less than good is the lack of effective planning to stimulate pupils' learning. In these lessons the pace is too slow and pupils are not given work that challenges them because teachers' expectations of what pupils are capable of achieving are too low.
- Children get a good start in Early Years Foundation Stage because they are taught well. The classroom and outdoor learning areas are well organised giving children many opportunities to

develop their skills and understanding.

- In most lessons support staff are used effectively to help pupils' learn well. Knowing what they and the pupils are expected to achieve, they work consistently well to help pupils to sustain good progress. In a Year 3 mathematics lesson, for example, the more-able pupils were calculating the number of weeks and months in 1000 years. They were well supported by the teaching assistant in this activity and were elated when they reached the correct answer.
- The quality of teaching for disabled pupils, those with special educational needs and those supported by pupil premium funding is good. Aware of the individual pupil's needs, teachers mainly plan work accordingly. The funding from pupil premium is used well to employ teaching assistants to give extra support.
- Teachers' marking is good overall, although there is some variance across the school. At its best, teachers ensure that pupils know what they are doing well and how their work can be improved. In most cases, marking is linked to pupils' targets and pupils recognise what they need to do to reach them. Occasionally, pupils are not given enough information about how to develop their learning.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. The academy's Catholic ethos is strong. Pupils are encouraged to talk to each other about their work and they regularly assess each others' work. This is done fairly and in a supportive manner, without fear of ridicule.

The behaviour and safety of pupils are outstanding

- At almost all times pupils' behaviour is exemplary. They are caring towards each other and display clear respect for adults in the academy. They understand well how their actions may affect other people.
- In lessons, pupils' excellent behaviour and positive attitudes to learning are major factors in the good progress they make. They pay attention to their teachers and when asked to begin their work, they settle down quickly and concentrate well on their tasks.
- Pupils told inspectors that they feel totally safe in the academy. They say that if they have a problem they know that it will be dealt with quickly and effectively. They play well together in the playground and the 'buddy' support scheme means older pupils ensure that younger ones are looked after well.
- Pupils are adamant that there is no bullying at their academy. They told inspectors that they have no concerns over this, but are confident that should bullying ever occur it would be immediately sorted by the staff. Pupils are aware of different kinds of bullying and how to deal with them. They are clear about the differences between, for example, children teasing each other and bullying.
- Attendance levels are high. Pupils and parents know that regular attendance is needed for pupils to make the best progress. Pupils are keen to attend school because they find the academy provides fun in learning.

The leadership and management are good

- The headteacher leads the academy well, with a clear vision for further development. She is supported fully by the senior leadership team. The senior staff work well together in checking how well the academy is performing and in planning for its future.
- Accurate monitoring of its performance means that the academy's plans reflect closely what needs to be done in order to, not only maintain the good progress made by pupils, but to improve achievement further and thereby raise attainment.
- Subject co-ordinators manage their subjects well. They undertake a range of activities to ensure that their knowledge of their subjects is up-to-date so that they can make the necessary improvements.

- Systems for checking the performance of staff are effective. A planned programme of lesson observations is used well to set targets to maintain and improve the quality of staff's work. This has been largely successful and teachers are aware that their targets need to be met before the governing body considers pay progression.
- The academy's curriculum is good and based on giving pupils a wide range of experiences to develop their learning. Literacy and numeracy are taught well in English and mathematics lessons. Other subjects are linked together where necessary to provide these learning experiences although opportunities given for pupils to develop their literacy and numeracy skills in all subjects are limited. Visits and visitors are used well to support pupils' learning and the range of out-of-school activities is good in extending learning.
- The arrangements for safeguarding are thorough and meet current requirements.
- **The governance of the school:**
 - Governance is good. The Chair of Governors is experienced and works closely alongside the vice-chair and the headteacher to check on the academy's performance. As a result, governors are aware of the strengths and areas for development within the academy and, through consultation with the headteacher, work well to bring about the identified improvements. There have been very recent significant changes in the personnel of the governing body and some of the newly recruited members are not fully involved in checking the school's performance or in planning for its future. The governors have a secure understanding of the academy's finances and work well to ensure that funding is used effectively to support pupils' learning. The funding for pupil premium has been used effectively to give extra support to this group of pupils so that their progress has improved rapidly. Governors are aware of the staff's performance and use the information provided from staff appraisal to reward good and outstanding teaching and to tackle any under-performance.

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	138014
Local authority	North East Lincolnshire
Inspection number	413093

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

Type of school	Academy converter
School category	Voluntary Academy
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Amanda Mellows
Headteacher	Sarah Pollard
Date of previous school inspection	Not previously inspected
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