

Kates Hill Community Primary

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 103774 |
| Local Authority | Dudley |
| Inspection number | 336151 |
| Inspection dates | 14–15 July 2010 |
| Reporting inspector | Doris Bell |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 428 |
| Appropriate authority | The governing body |
| Chair | Mrs Alison Audsley |
| Headteacher | Mrs Lynda Donaldson |
| Date of previous school inspection | 24 January 2007 |
| School address | Peel Street Dudley, West Midlands DY2 7HP |
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Introduction

This inspection was carried out by four additional inspectors. They observed 23 lessons and saw 18 teachers teach. They also met with parents, groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils who find themselves in vulnerable circumstances and pupils with special educational needs and/or disabilities, and safeguarding policies. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 63 parents' and carers' questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- reasons for the differences between attainment in English and mathematics, and whether teaching is good enough to accelerate progress, especially in Key Stage 1 and in mathematics
- pupils' attendance, what the school is doing to reduce absences and exclusions, and what effect this is having on pupils' learning
- the effectiveness of leaders and managers, particularly in improving teaching, and especially mathematics, and in ensuring basic skills are taught at every opportunity.

Information about the school

This large school has a well above average proportion of pupils from minority ethnic groups, mostly of Pakistani origin. A significant minority of these pupils are at the early stages of learning to speak English. The school's Early Years Foundation Stage consists of two Nursery and two Reception groups. A pre-school group operates within the Nursery twice a week. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of pupils with special educational needs and/or disabilities, mostly arising from moderate learning difficulties. The current headteacher was appointed in September 2007, which was after the previous inspection, and the whole leadership team has changed since that time.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The satisfactory quality of education the school provides for its pupils ensures their satisfactory achievement by Year 6. Evidence from lessons, assessment data and pupils' books shows that progress is accelerating in Key Stage 2, especially in Year 6, where teaching and consequently progress are consistently good. In other year groups, and particularly in Key Stage 1, teaching, although satisfactory overall, varies between lessons and between classes in the same year group. Pupils with special educational needs and/or disabilities make satisfactory progress in their learning. However, more able pupils do not always do as well as they could because their work is not always sufficiently demanding or, when it is, they are not always moved onto it quickly enough in lessons.

Children make satisfactory progress in the Early Years Foundation Stage but progress is better in Reception than in Nursery. Nursery staff do not always have high enough expectations of the children, and do not always interact well enough with them to take their learning forward. Additionally, the outdoor area is under-used for outdoor learning. Bilingual staff support young children well in learning to speak English, but they are not always used as effectively as they might be to help staff assess and track children's learning. Nevertheless, as pupils get older and become more competent in speaking English, their progress accelerates. By Year 6, the majority of pupils for whom English is an additional language make better progress and reach higher standards than other pupils. Good quality pastoral care and guidance are provided for all pupils, especially those from the most vulnerable circumstances. Parents and carers are very appreciative of this and of the many ways in which the school helps them to help their children.

Attainment is broadly average in Year 6. It is better in English than in mathematics. The recent emphasis on problem solving in mathematics is helping to improve progress, but pupils' ability to use and apply their mathematical skills to solve real life problems is underdeveloped. The satisfactory curriculum presents pupils with many opportunities to use their writing skills, but not their mathematical skills, in different subjects. However, opportunities are missed to mark writing when it occurs in different subjects, and therefore to move pupils' writing on even faster.

Pupils behave well and they enjoy learning. They feel safe in school and they know how to keep themselves safe, fit and healthy. They make a good contribution to the school and local community. They state proudly that 'this is a multicultural school' where 'we all get on really well together'. All of this, together with their satisfactory literacy, numeracy and information and communication technology (ICT) skills, means they leave the school adequately prepared for their future.

The very clear direction and sense of purpose that the headteacher has given the school is built on accurate self-evaluation and well-founded priorities. Good, strategic thinking has led to decisive action that is systematically tackling weaknesses and therefore driving

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improvement ever faster. Senior leaders consistently check, track and improve teaching, learning and personal development. They guide and support staff and follow up areas of weakness robustly, embedding ambition through this and through, for example, the pupil progress meetings. These meetings are making staff increasingly accountable for how well their pupils, including the more able, are doing. All of the above, taken alongside improvement in the issues from the previous inspection, demonstrates the school has good capacity for further improvement.

What does the school need to do to improve further?

- Improve provision in the Nursery by:
 - using bilingual staff more effectively in children's learning and raising the expectations of all staff about what children can do
 - ensuring all activities have a clear learning focus and all adults interact constructively with the children to ensure that learning is taking place
 - developing the outdoor areas into vibrant outdoor learning environments and giving children more choice over whether they want to learn indoors or out.
- Accelerate achievement in mathematics by:
 - fully embedding the work on using and applying mathematics skills to solve real life mathematical problems in all classes
 - building into the curriculum, guidance for teachers on how best to promote mathematical skills in different subjects.
- Raise the quality of teaching to good throughout the school by:
 - improving teaching and learning, particularly in Key Stage 1, so that they become consistently good
 - ensuring that all marking gives pupils guidance on how to improve, and that writing skills are always marked, wherever they are used
 - giving more able pupils sufficiently challenging work to do in all lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils make good progress in English. By Year 6, their writing is imaginative and they write in a range of styles with a relatively secure sense of audience and purpose. They know their literacy targets and, where marking is good, they have a secure understanding of what they need to do to improve. In the best lessons, the targets for pupils with special educational needs were on their tables and pupils and staff used them well to help the pupils make good progress.

Pupils lack confidence in mathematics. Their understanding of how to improve their work here is less well developed, and they often rely too heavily on the staff for help. This is because, until relatively recently, they did not have enough opportunities to use and apply their number skills to solve real life problems. However, when they are challenged as well

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as supported, they rise to the occasion. This happened in a Year 3 session where pupils successfully learned that equations have to be balanced, and then used the information to solve a range of increasingly complex mathematical problems.

Pupils report that harassment of any kind is not tolerated and they and their parents and carers say staff deal promptly and effectively with any concerns they raise. The uptake of healthy school meals is good, but healthy eating is not as evident in some of the lunchboxes pupils bring to school. Negotiations with the local Mosque led to the Mosque school starting slightly later so that pupils from all backgrounds could participate in the many extra-curricular sporting activities available. Large numbers of pupils take advantage of these opportunities to ensure they take regular exercise.

Pupils are reflective. They have a strong voice in the school and they respect, care for and help others. They carry responsibility well, for example, as school councillors and playground pals. Through this and charity fundraising, they contribute well to the school and wider community. All faiths and cultures represented within the school work and play together harmoniously. Pupils have a strong sense of fairness and a good understanding of equality for all, and they know that actions have consequences. They very much enjoy activities that promote all of this, for example, the multi-faith week where they learned about different religions, visited different places of worship, and learned the importance of respecting different points of view. A relatively small weakness here is that pupils are less secure in their knowledge of what life is like for communities beyond their own, in the United Kingdom or the wider world.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The rigour with which the school pursues all absences has improved attendance significantly, bringing it up to average. This is part of the good pastoral care, guidance and support provided for all groups of pupils. Support for learning is not always as robust. While assessment systems are good, not all staff put the information gained from them to best use in their planning. This is beginning to change, as senior staff make teachers more accountable for each pupil's progress.

The curriculum is enhanced by a good range of enrichment activities that support learning and personal development. Currently, curricular planning relies too heavily on published units of work that are not always adapted to the school's needs. Where teaching is at its best, teachers have started to adjust the units themselves by, for example, bringing some subjects together in topic work, and taking opportunities within this to promote writing and ICT skills, though not yet numeracy skills. All work is marked, but marking varies considerably in how it shows pupils what they need to do to improve, and errors in writing are not always picked up when they occur in topic work.

Teaching is improving, and most teaching observed during the inspection was good. Pupils describe teaching as 'firm and fun' and say it makes them 'really enjoy' learning. In the best lessons, imaginative activities, based on the precise assessment of pupils' learning, ensure that pupils make good progress. In Year 6 literacy, for example, pupils' understanding of how to write persuasively was extended step by step through a sharply

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focused activity that checked their understanding of a range of vocabulary and then engaged them in working together to decide how best to present their arguments. Input from teachers and well briefed teaching assistants contributed to this. In other lessons, teaching is often mundane and, particularly in mathematics, work is too teacher-directed and pupils are kept together as a whole class for too long and therefore have too little time to use and apply their learning in activities that match their ability levels.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher and senior leadership team drive improvement and embed ambition in all staff through their rigorous and accurate monitoring of teaching and the steps taken to improve learning. The headteacher has created a strong team of staff, parents and governors, all of whom contribute to the school's accurate self-evaluation. This in turn leads to challenging targets for staff and pupils, which are kept under constant review by senior leaders and governors, who use the range of expertise on the governing body well to support and challenge the school. Whilst the overall quality of teaching and pupils' achievement is still satisfactory, the school leadership is making a real difference to pupils' progress in English and mathematics, because the right priorities are being pursued. Staff who find the new approaches more difficult are receiving good support to enable greater consistency across the school.

The school's good links with parents, carers and external agencies, and its close working partnership with the local Mosque, benefit pupils' learning and contribute to school improvement. Safeguarding procedures are good. The school goes beyond the minimum requirements for checking the suitability of adults who work with pupils, and for staff and governor training in child protection and safer recruitment. It promotes equality of opportunity well, although there are still some weaknesses in the provision for more able pupils, which it is addressing. The school understands its own context and that of the local community, and it promotes these aspects of community cohesion well. However, pupils have few opportunities to meet with pupils from cultures outside the school, or to learn about how others live in different parts of the United Kingdom and abroad. Work is under way, through emerging links with other schools, to enable this to happen.

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These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

When children start school, their skills are well below those expected for their age and the majority are at the early stages of learning to speak English. Good induction procedures and good links with parents, carers and the Sure Start centre ensure they settle quickly into established routines, enjoy school life and relate well to adults. Children make better progress in Reception than in Nursery, but overall, they learn and develop satisfactorily in this age group. By the end of Reception, children have started to develop a broad range of skills that support early reading, writing and number, and expand their personal, social and emotion development satisfactorily.

Satisfactory assessment systems ensure progress is adequately recorded, though not always in all areas of learning. Stimulating practical activities in Reception encourage curiosity and support learning indoors and out. In Nursery, activities are not always as imaginative or well organised, and the outdoor areas are significantly under-used for learning. Additionally, bilingual staff are not always available to support and assess children's learning. This limits the accuracy with which progress in some skills can be identified. Currently, the leadership and management of this age group are satisfactory but they are not well enough focused on improving Nursery. The school leadership is aware of the shortcomings and is taking steps to overcome them.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Parents and carers are overwhelmingly satisfied with the school. Typical comments were: 'the school always makes you feel very welcome' all staff, including the headteacher, 'are approachable', and 'communication between parents and teachers is superb'. Some parents and carers indicated they felt the school did not deal well enough with unacceptable behaviour. Inspectors, however, agree with the majority of parents, who said the school did this well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kate's Hill Community Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 63 completed questionnaires by the end of the on-site inspection. In total, there are 428 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 30 | 48 | 31 | 49 | 2 | 3 | 0 | 0 |
| The school keeps my child safe | 34 | 54 | 26 | 41 | 2 | 3 | 0 | 0 |
| My school informs me about my child's progress | 26 | 41 | 34 | 54 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 26 | 41 | 33 | 52 | 4 | 6 | 0 | 0 |
| The teaching is good at this school | 27 | 43 | 34 | 54 | 2 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 27 | 43 | 35 | 56 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 22 | 35 | 38 | 60 | 3 | 5 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 27 | 43 | 31 | 49 | 4 | 6 | 0 | 0 |
| The school meets my child's particular needs | 22 | 35 | 38 | 60 | 3 | 5 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 18 | 29 | 37 | 59 | 5 | 8 | 2 | 3 |
| The school takes account of my suggestions and concerns | 21 | 33 | 38 | 60 | 2 | 3 | 1 | 2 |
| The school is led and managed effectively | 23 | 37 | 36 | 57 | 2 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 28 | 44 | 33 | 52 | 2 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 July 2010

Dear Pupils

Inspection of Kates Hill Community Primary School, Dudley DY2 7HP

Thank you very much for the warm and friendly welcome you gave us when we visited your school, and for talking to us about what you do there. We could see that you enjoy school and want to do well, that you listen carefully to your teachers, and that you are kind and considerate to adults and other pupils. We noted your good behaviour, and found you have a good understanding of how to keep yourselves safe, fit and healthy. We enjoyed sharing with you the healthy meals that the school provides. We did notice, however, that some of you who bring packed lunches do not have the same healthy food as others. Perhaps you could talk about this to your parents and carers?

Your school cares for you well. It keeps you safe, helps you deal with any concerns you may have, and guides and supports you all well. It also helps you understand the different faiths and cultural backgrounds from which you come. You proved this when you told us you go to 'a multicultural school', and that you thoroughly enjoyed the multi-faith week. Overall, we decided that your school is satisfactory but that good leadership and management by the headteacher, governors and senior staff are helping it, and therefore your progress, to get better. We have suggested some things which we hope will help to do this even faster. They are to:

- give children an even better start in the Nursery by making sure that they are always learning, in all activities, indoors and out
- give you more confidence in your mathematical ability, and more opportunities to use your mathematical skills to solve different mathematical problems
- make teaching and learning equally good throughout the school, ensuring that teachers always show you how to improve when they mark your work, and that they give harder work to those of you capable of doing it.

Please remember the many good things about your school and continue to work hard with your teachers to help it improve. We wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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