

# Catton Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	134960
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	381764
<b>Inspection dates</b>	1–2 December 2011
<b>Reporting inspector</b>	Judith Dawson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	532
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Savory
<b>Headteacher</b>	Tim Lawes
<b>Date of previous school inspection</b>	9 December 2008
<b>School address</b>	Weston Road Norwich NR3 3TP
<b>Telephone number</b>	01603 426728
<b>Fax number</b>	01603 426728
<b>Email address</b>	office@cattongrove.norfolk.sch.uk

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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by four additional inspectors. They observed 21 teachers teach 30 lessons. Meetings were held with groups of pupils, governors and staff and there were informal discussions with parents. They observed the school's work, and looked at the schools' data about pupils' progress, plans for improvement, the monitoring of teaching and learning, procedures for safeguarding pupils and the range of strategies to support different groups of pupils. They also analysed 167 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are there any differences in the rate of progress between different groups of pupils, between subjects or between pupils who joined the school during Key Stage 2 and those in school from Key Stage 1?
- What has been the impact of the school's monitoring of teaching on pupils' learning?
- How successful is the school in involving pupils in taking responsibility for evaluating their learning and setting their own targets for improvement?

## Information about the school

The school is over twice the average size for primary schools. Almost half the pupils are known to be eligible for free school meals, which is significantly higher than average. The proportion of pupils with special educational needs and/or disabilities is above average, but there are fewer than average pupils from minority ethnic groups. Very few pupils learn English as an additional language. Slightly more pupils than average join the school other than at the usual time of entry. There is an independent children's centre on the school site, which has recently been inspected. The school provides an additional afternoon nursery and a breakfast club. The school became a full primary school four years ago, having previously been a middle school. The school holds a wide range of awards, including Healthy Schools status, the Activemark and the Artsmark Gold Award.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which is helping pupils successfully to overcome barriers to learning and become ambitious for their futures. Leaders, managers and the governing body have high aspirations for all members of the school community. Year group leaders and subject leaders take an active role in monitoring the work of the school, including teaching. Regular observations of lessons help teachers improve their practice and ensure teaching is good throughout the school. However, there has been less focus on how effectively pupils take responsibility for their own learning. The senior leadership team has a very clear knowledge of the rate of pupils' progress, and intervention measures help address any social or learning issues. These measures have been particularly effective in helping pupils with social or emotional challenges to make rapid progress towards their targets.

Most children join the nursery with very low skills, knowledge and abilities for their age. By the end of Key Stage 2, attainment remains well below average but has been improving overall in recent years. However, the present Year 6 pupils are less competent in mathematics than in English. Pupils now in Year 2 have made rapid progress since joining the school and are working at levels close to average for their age. This is because the good provision for independent learning established in the Early Years Foundation Stage continues in Key Stage 1. A strong focus on reading has ensured pupils know how to identify the sounds that groups of letters make (phonics) to read unfamiliar words. Teachers provide good written guidance to help pupils improve their English, but they do not always give pupils enough time to respond to them. Pupils know what they need to do to attain the next level, but have few opportunities to evaluate their progress or set themselves personal challenges for improvement. Teachers' written advice in mathematics books is rare.

The school provides outstanding care, pastoral guidance and support for all pupils, ensuring pupils feel safe, are happy in their work, behave well and have a very good knowledge of how to take care of themselves. Rigorous measures to promote good attendance have resulted in falling absence rates, and the most recent statistics show that rates of attendance are now average. The relevant plans for improvement are based on astute self-evaluation. There has been good improvement in addressing the issues from the last inspection. These improvements, the rigorous monitoring of provision and outstanding engagement with parents and carers demonstrate the school's good capacity for further improvement.

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

- In order to raise attainment and accelerate pupils' progress, especially in Key Stage 2:
  - focus the rigorous and regular observations of teachers' practice more sharply on the impact on pupils' learning
  - help pupils to evaluate their learning regularly and to set their own short-term targets for improvement
  - ensure pupils have time to respond to their teachers' written advice
  - improve the quality of written advice and target-setting in mathematics so that pupils can see their progress and are clear about how to improve.

## Outcomes for individuals and groups of pupils

2

Pupils work hard and take a pride in their achievements. Most are eager to answer questions and express opinions although many struggle to express themselves clearly. Although pupils have made good progress throughout the school, because their starting point was so low, their attainment in English and mathematics is still well below average by Year 6. All pupils work well with their peers and are very keen to ensure fairness. In one lesson, for example, when working as a group to plan the content for information text, pupils in Year 2 successfully decided to take it in turns to write. In another lesson, Year 6 pupils worked together very well to identify the criteria for myths and to decide what natural event could have prompted the myth they had read. Pupils know what they are expected to learn and often decide how well they have completed their task, but this does not extend to a clear understanding of what they need to do to improve their work. Pupils with special educational needs and/or disabilities make good progress towards their very specific targets, because they are supported well. For example, pupils who are taught in the 'Sunshine Room' make rapid progress in improving both their academic and social skills due to the very effective support they receive. Pupils with English as an additional language develop their English language skills rapidly, often with the support of web-based translations. New pupils settle in very quickly and make similar progress to their peers.

Pupils have a great deal of respect for each other and for adults. There have been no incidents of racist behaviour in recent years, and one pupil commented, 'We are all the same underneath our skins.' Many pupils have significant responsibilities in school which they carry out conscientiously. Pupils decide on their own class charters and the school council has its own action plan for improving the school. There have been some unusual but interesting contributions to the local community, such as a hair cutting weekend, to raise money for charity. Pupils have worked with the local council to produce a calendar of local places of interest. Although the school has links with schools in Spain and supports a school in Ghana, pupils' understanding of different communities is more limited.

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Pupils thoroughly enjoy the wide range of sporting activities on offer and have an excellent understanding of how to maintain healthy lifestyles. Their Healthy Schools status and Activemark are well-deserved. The school council conducts spot checks on pupils’ packed lunches, reporting back to pupils, parents and carers. The ‘In Harmony’ project and many other opportunities for music and art, both in school time and in clubs, promote pupils’ self-esteem, skills and sense of achievement, which is reflected in the Artsmark Gold award. Pupils have a good understanding of moral and social issues and demonstrate empathy with others. They are making good progress in acquiring the skills they need for their futures, including information and communication technology. Although their skills in reading, writing with accuracy and at length and mathematics are still well below average by the end of Year 6, pupils are applying them effectively across the curriculum. Their knowledge of how to improve their work to succeed in the future is satisfactory.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers have high expectations of the pupils and very good relationships with them. Most lessons progress at a good pace and are interesting. Teachers use their knowledge of pupils’ skills to make sure that the work they plan is achievable and challenging. Teachers and teaching assistants have a secure knowledge of how to teach phonics, especially in Key Stage 1, and so pupils’ progress has been rapid in this aspect of learning. Oral advice in lessons is good, helping pupils to correct misconceptions. Teachers and teaching assistants question pupils effectively, helping

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

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them to extend their learning. Teachers set challenging targets for each pupil and regularly review pupils’ progress towards them. Resources are used effectively to aid learning, especially the interactive whiteboards. On rare occasions, wipe-clean individual boards are used for extended writing. This is later erased, devaluing pupils’ efforts and missing opportunities to measure improvement.

The curriculum is broad and balanced and there has been an additional focus on reading and writing recently to address pupils’ low attainment on entry to Year 1. The school is aware of the need to broaden pupils’ experiences and has made good use of a financial subsidy to provide a wide range of enrichment activities, including after-school activities, trips, visits and visitors to enhance the curriculum. There are good links between subjects to make learning relevant. Intervention strategies, including group support, individual tuition and support in the ‘Sunshine Room’ are used effectively and help pupils to consolidate and extend their learning well. Most pupils are taught appropriately in ability groups for mathematics, especially in Key Stage 2. Year group teachers plan their lessons together which ensures that pupils have opportunities to use their mathematical skills in other subjects.

Pupils receive outstanding care, guidance and support. Extremely well-informed staff have a deep commitment to supporting vulnerable pupils and their families. The school goes to great lengths to ensure that transition arrangements for these pupils are personal and give pupils confidence in their new schools as well as their move between classes. Outside agencies are fully involved in supporting pupils when needed. The school’s warm, welcoming environment provides a haven for pupils. A thorough and extensive curriculum for pupils’ personal, social and emotional development ensures that pupils have good social skills, take care of each other and themselves and have a well-developed understanding of right and wrong, fairness and social responsibility. In practice, the school has impeccable procedures for ensuring pupils’ safety and welfare. The school acts swiftly and decisively to keep pupils safe. Measures for promoting good attendance are very effective and pupils are rarely late for school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The determination of leaders and managers to improve pupils’ life chances has generated a rigorous programme to monitor the quality of the provision, especially teaching. Very clear points for improvement are identified and followed up. This

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ensures that the vast majority of teaching is good and some is outstanding. The senior leadership team recognises that pupils do not take enough responsibility for their learning so that they can play their part in accelerating their progress and learn the skills they need to excel. The governing body fully supports the school in its aims and fulfils its statutory duties. Recent appointments to the governing body have led to better monitoring and greater challenge to help drive the direction of the school.

The school maintains excellent engagement with parents and carers, and it provides outstanding support for families. There are staff specifically trained to help parents and carers negotiate complex procedures to get access to additional support. In addition, 'cafes' have been introduced through the school to help break down the barriers some parents and carers have because of their own experiences of school. The open door policy, with no appointments needed, is proving very effective in enabling staff to provide instant support or information. Attendance at events to engage parents and carers in their children's learning is very high. The school seeks their views regularly. For example, they have been consulted about their views on changing the holiday pattern during the year. The excellent links with other agencies enables the school to respond swiftly to pupils' needs. The school has links with an outstanding school in London as part of its professional development and supports a local school with similar challenges. This is very much a community school. The building is used by a range of organisations and the community has access to the school grounds in the evenings and at weekends. There are very strong links with the church, children's centre, local schools and students from the University of East Anglia and other colleges. Several pupils who have been excluded from other providers have been successfully integrated into the school. On a local level, community cohesion is very strong. The school is aware that it does not yet extend its links beyond the local community to ensure pupils have a good understanding of the diversity of British and world-wide societies.

All adults and pupils are valued in school and have equal access to all the school provides, without any discrimination or prejudice, although there is some unevenness in the rate of pupils' progress throughout the school. The procedures for safeguarding pupils are extremely robust and are at the heart of the school's work. Records of individual pupils' support are very well maintained. Policies and other documentation meet statutory requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children join the nursery with knowledge and skills well below the expectations for their age. The school’s extremely good liaison with the children’s centre and with families ensure that children settle in quickly. Adults make regular assessments of children’s progress across all the areas of learning so that they plan activities to help them learn effectively. High-quality care and very effective links with a range of agencies ensure children are safe in school. As a result, children make good progress in all areas of learning. Those who have significant learning or social difficulties have good additional support in the ‘Sunshine Room’. The most recent children to leave the reception classes had made rapid progress in reading, due to a very strong focus on teaching phonics. Generally, however, very few children leave the Early Years Foundation Stage having achieved the early learning goals. Nevertheless, social skills are developed well and there is a good mix of adult-led and free-choice activities. The school’s strong focus on teaching children the skills they need in all nursery and reception classes is helping children to make good progress. There is a good range of inside and outdoor activities to stimulate children’s curiosity and learning. The new team leader is extremely effectively building on the good practice and there is a very strong team ethos and shared vision among all adults.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Parents and carers are overwhelmingly positive about all aspects of the school’s work and their children’s experiences. They value their partnerships with the school and the support their children receive. The inspection team found that the school’s engagement with parents and carers, including providing information about their children’s progress and responding to their views, is outstanding.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Catton Grove Primary School 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 inspection team received 167 completed questionnaires by the end of the on-site inspection. In total, there are 532 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	127	76	36	22	3	2	1	1
The school keeps my child safe	109	65	53	32	0	0	3	2
The school informs me about my child’s progress	116	69	41	25	5	3	3	2
My child is making enough progress at this school	108	65	50	30	6	4	2	1
The teaching is good at this school	111	66	49	29	4	2	1	1
The school helps me to support my child’s learning	107	64	52	31	0	0	7	4
The school helps my child to have a healthy lifestyle	90	54	68	41	1	1	1	1
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)	91	54	61	37	3	2	4	2
The school meets my child’s particular needs	94	56	63	38	3	2	2	1
The school deals effectively with unacceptable behaviour	95	57	66	40	0	0	1	1
The school takes account of my suggestions and concerns	99	59	55	33	7	4	5	3
The school is led and managed effectively	101	60	55	33	4	2	1	1
Overall, I am happy with my child’s experience at this school	115	69	47	28	3	2	2	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



5 December 2011

Dear Pupils

### **Inspection of Catton Grove Primary School, Norwich, NR3 3TP**

Thank you all very much for your warm welcome and help when we visited your school recently. We really enjoyed talking to you, looking at your work and watching you learn in lessons. We were impressed by your good behaviour and hard work. Well done. We also enjoyed listening to your music and watching your rehearsals for *The Lion*, *the Witch and the Wardrobe*. We are sure your performance will be a great success.

You are members of a good school, where you are taught well and have lots of interesting things to learn about. You make good progress during your time in school, but by the time you leave school at the end of Year 6, some of you do not reach the standards expected of your age. We have asked those in charge of your school and your teachers to help you judge for yourselves how well you are learning and to help you set your own targets. This will help you to take more responsibility for your learning. We noticed that, although teachers write things that will help you to make your work better in your English and progress books, they did not give you enough time to take their advice. We have asked your teachers to make sure that you can respond to their comments. We have also asked them to write comments in your mathematics books so that you can see how you improve over time.

Your school takes extremely good care of you and has excellent relationships with your families. Teachers help each other to be even better at their jobs. When they do this, we have asked them to look at how well you are learning and taking responsibility for improving your work. We hope that your skills in organising and improving your learning will stand you in very good stead for your futures and help you to achieve your ambitions.

We all wish you the very best for your futures and a very Merry Christmas.

Yours sincerely

Judith Dawson  
Lead inspector

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