

Catcliffe Primary School and The Meadows Children's Centre

Inspection report

Unique Reference Number	106915
Local authority	Rotherham
Inspection number	377491
Inspection dates	20–21 June 2012
Lead inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	168
Appropriate authority	The governing body
Chair	Reg Littleboy
Headteacher	Jane Baxter
Date of previous school inspection	6 May 2008
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Introduction

Inspection team

Christine Millett
Pauline Hilling-Smith

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 13 lessons or parts of lessons given by eight members of staff. They also listened to pupils read. They held meetings with groups of pupils, a member of the governing body and members of staff. They also observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking of pupils' progress and records on safeguarding, health and safety and attendance. The inspectors considered 71 questionnaires completed by parents and carers as well as those returned by pupils and staff.

Information about the school

Catcliffe is smaller than the average-sized primary school. Most pupils are of White British heritage. A very small number are from minority ethnic groups. English is the first language of the very large majority of pupils. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those who have special educational needs, including those supported at school action plus or with a statement of special educational needs, is well above that usually seen. Pupils are taught in mixed-age classes which vary from year-to-year according to the number of pupils in each year group. Currently, there is an Early Years Foundation Stage unit, mixed Reception Year and Year 1, Year 1/2, Year 3/4 and Year 5/6. The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress.

The school has a number of awards including the Enterprise Education Award, Healthy School status and Activemark. The governing body manages a breakfast and after-school club. A Children's Centre adjoins the school. This was inspected separately in 2011 and did not form part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- Catcliffe is a good school. Pupils achieve well and feel well cared for by staff. Parents and carers hold the school in high regard. The school is not yet outstanding because teaching and achievement are good rather than outstanding.
- All groups of pupils make good progress from entry into Nursery to the end of Year 6. Attainment at the end of Key Stage 1 has been consistently average but improving strongly. Progress accelerates in Key Stage 2 and attainment is above average at the end of Year 6. Progress in reading has been slower than that in mathematics. However, a recent focus on the teaching of reading is beginning to have an effect.
- Teaching is good, as teachers successfully encourage and motivate pupils to be enthusiastic learners. Learning is monitored carefully and gaps addressed promptly. Lessons comprise good levels of challenge for all. Marking is generally informative but there are inconsistencies in the marking of pupils' work in mathematics in Key Stage 2.
- Pupils behave well. They have good attitudes to learning because of positive relationships with their teachers and each other. Children in the Early Years Foundation Stage play and work together to acquire skills quickly. Attendance is average and currently improving. Pupils feel safe and have confidence in adults to help them.
- Good leadership and management, including the work of the governing body, have a positive impact upon pupils' achievement and personal development. Senior leaders monitor the achievement of pupils and the performance of teachers closely and are quick to provide support to improve the quality of teaching and learning.
- The united approach to improve achievement ensures staff are working towards agreed aims. The leadership of teaching and management of performance are good. School self-evaluation is accurate and the priorities in the school development plan focus on the most important areas for improvement.

What does the school need to do to improve further?

- Secure recent improvements in achievement in reading by:
 - involving parents and carers in reading activities at home
 - giving pupils more opportunities to practise their reading skills across the curriculum.

- Improve the quality of marking in mathematics in Key Stage 2 to match that seen in English by:
 - ensuring written comments consistently inform pupils on how to improve their work
 - checking that pupils read what has been written and are given opportunities to respond to marking.

Main Report

Achievement of pupils

Pupils enjoy their learning. Parents and carers are pleased with the progress their children make. One parent commented on how well the school 'caters for individual needs'. Pupils are proud of what they achieve. They work well together and support each other in paired and group work.

Children arrive in the Early Years Foundation Stage with skills and knowledge below those expected for their age. Some areas, such as communication, language and literacy have been well below in the past. However, as a result of strong working relationships with the Children's Centre, children are now starting in the Nursery class with improved skills. As they move through the Early Years Foundation Stage they make good progress because of the stimulating learning environment and careful attention to individual needs. Communication, language and literacy are given a high priority with many imaginative activities, both indoors and out, promoting reading and writing. This engenders a love of reading which continues throughout the school.

By the time they leave the Reception class children have skills in line with expectations for their age. Pupils make satisfactory progress across Key Stage 1 and reach broadly average attainment in reading, writing and mathematics by the end of Year 2. In 2011, attainment at the end of Year 6 was above average in mathematics, but average in English. These particular pupils made good progress in mathematics but not enough of them had made expected progress in English. Since then senior leaders have moved quickly and effectively to introduce whole-school strategies to improve teaching and learning in reading and writing. Current data shows that actions taken by the school to improve attainment are proving successful and pupils in Year 6 are on track to reach above average attainment in both English and mathematics.

Disabled pupils and those with special educational needs benefit from effective support and make similar good progress as their peers. Those who are known to be eligible for free school meals and those whose circumstances make them potentially vulnerable also make good progress.

Quality of teaching

Pupils across the school are enthusiastic about their learning and many talk of 'fun topics', 'really exciting lessons' and 'good trips'. Parents and carers share equally positive views. Those who returned the questionnaires are unanimous that their children are taught well and helped to develop key skills. The very positive relationships that teachers have with their pupils form the basis of the effective learning that takes place across the school. These also contribute to pupils' good spiritual, moral, social and cultural development. Planning for lessons is usually thorough and based on the particular needs of pupils. In the best lessons, when pupils are given exciting and stimulating opportunities for learning they relish the opportunities to explore and share their learning. They respond enthusiastically to produce work of a good standard. This was seen in a Year 1/2 lesson where pupils were preparing to write a tourist leaflet for their imaginary island. The teacher had provided groups with an extensive range of thought-provoking, inspirational resources which promoted discussion and led to written work of a high quality. Teaching assistants ensure disabled pupils and those with special educational needs as well as other potentially vulnerable pupils are included in lessons and are fully engaged.

Throughout the school teachers emphasise the importance of the core skills of literacy and numeracy. Starting in the Early Years Foundation Stage, children are developing their knowledge of phonics (linking sounds and letters) in a systematic way. Reading has been a whole school focus and is well promoted across the school, instilling a love of books in pupils and providing them with many opportunities to practise their reading skills. During the inspection, Key Stage 1 and 2 pupils attended a celebration of books and reading which culminated in an awards ceremony. They returned full of excitement, thrilled at having met the authors of some of their favourite books and having their own signed copies. Pupils are heard reading regularly in school. However, parents' and carers' involvement in reading at home is variable.

Work is marked regularly and there is evidence of good practice, particularly in the marking of writing. This gives pupils a clear understanding of what they have achieved and they are provided with guidance on how to improve their work. This is not the case in the marking of mathematics in Key Stage 2 where work is simply ticked and lacks constructive comments to help pupils make the most of their learning. As a result, pupils are not able to respond to marking.

Behaviour and safety of pupils

Pupils behave well because adults have high expectations of conduct. Pupils are familiar with the systems and know that they are applied fairly. Pupils agree that behaviour is usually good and say that the school is quick to address misbehaviour should it arise. Almost all parents and carers believe that there is a good standard of behaviour and that learning is rarely disrupted. The governing body has played a significant part in reviewing procedures and deciding upon a consistent system of rewards across the school. Pupils are polite and considerate. They get on well together regardless of their ethnic background, showing respect for different views and beliefs.

Pupils, parents and carers confirm that instances of any type of bullying are rare. Should any name-calling occur pupils know adults are quick to intervene. The school provides a safe and secure learning environment for all its pupils. There is an effective team approach to all aspects of child protection. Pupils told the inspectors that they consider the school a happy

and safe place to be. They are mature and sensible with a good awareness of their own safety and that of others. Children in the Early Years Foundation Stage learn to take on responsibilities such as returning the register to the main office. This willingness spills over into lessons where they take on some responsibility for managing their own learning often sustaining concentration well when working and playing individually and in small groups. By Years 5 and 6, pupils have developed good team skills. Pupils willingly take on responsibilities, such as being a member of the school council, and work on projects such as the design of the 'postcards home' scheme. Attendance is broadly average but showing signs of improvement as a result of the school's tireless work with families.

Leadership and management

The headteacher provides thoughtful and determined leadership. Clear vision and ambition for the school are shared with staff, the governing body, parents and carers, and pupils. An effective system for tracking pupils' progress is in place and data is analysed rigorously. As a result, any slowing of pupils' achievement is picked up very quickly. Extra support is then put in place to help individual pupils catch up and key areas become part of the school development plan. When tracking revealed a dip in pupils' progress in reading, for example, systems were put in place and, as a result, achievement in reading is accelerating. The quality of teaching and learning is carefully monitored by senior leaders and this ensures they have an accurate overview of what is taking place in classrooms. The headteacher ensures all teachers have access to well targeted professional development in order to sustain or further improve their effectiveness. The senior leadership team is clear about the school's strengths and areas for development, and there is an appropriately focused development plan to drive improvement further. The school has a good capacity to improve further.

An engaging and wide-ranging curriculum ensures pupils enjoy a variety of experiences including residential visits and an extensive range of after-school clubs. It meets the needs of the mixed-age classes well. It is broad and balanced and includes an extensive range of enrichment activities such as music, drama, sport and art. A wide range of visits and visitors bring learning to life. These all contribute effectively to pupils' spiritual, moral, social and cultural development. Teachers are skilled at including opportunities for writing across other areas of the curriculum. This does not yet extend to similar opportunities for applying reading skills.

The school ensures no pupil is discriminated against and all have equal opportunities to achieve. Members of the governing body are completely involved in the life of the school and play an integral part in ensuring consistency across the school. They ensure that all safeguarding procedures meet requirements. The school engages well with parents and carers and is an important part of the local community.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 June 2012

Dear Pupils

Inspection of Catcliffe Primary School and The Meadows Children's Centre, Rotherham, S60 5SW

Thank you for being so friendly and helpful when we visited your school recently. We enjoyed our time with you and particularly liked having the opportunity to talk to you and to see you in lessons and at play. We also enjoyed listening to some of you read. Here are some of the things we found out.

- You get off to a good start in the Early Years Foundation Stage and are making good progress during your time in school.
- Teaching is good and you attain above average standards in mathematics by the time you leave school. Learning in English is average but improving all the time.
- You told us that you enjoy school and feel safe and secure.
- You think that behaviour is usually good, and we agree. We found that you behave well in and around the school and know how to stay safe.
- You have good relationships with your teachers and you get on well with each other.
- The headteacher, other adults and the governing body are working hard to make the school as good as possible for you.

In order to help you do even better in your learning we have asked the headteacher and your teachers to do the following things:

- encourage your parents to be more involved in reading activities with you at home
- give you opportunities to practise your reading skills in other subjects
- ensure that teachers' comments in your mathematics books tell you how to improve your work
- check that you read the comments they have written.

All of you can help the school by continuing to try your best in lessons, coming to school regularly and always behaving well. We wish you all the best for the future.

Yours sincerely

Christine Millett
Lead inspector

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