

Catchgate Primary School

Blackett Street, Stanley, County Durham, DH9 8LX

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Attainment in reading, writing and mathematics has steadily risen in recent years.
- Pupils make good progress overall, and especially in reading. Boys make particularly good progress in reading in Key Stage 1.
- Pupils known to be eligible for the pupil premium and those pupils with special educational needs also make good progress.
- Teaching is typically good and especially so in the Early Years Foundation Stage and in Years 5 and 6.
- Pupils' behaviour is exemplary in and out of lessons. They feel safe and are very proud of their school.
- The leaders and managers of the school, including the governors, make sure that everyone knows that high standards are expected. They have been successful in improving teaching and raising pupils' achievement and attendance.
- The spiritual, moral, social and cultural development of the pupils is a strength.

It is not yet an outstanding school because

- Some teachers, particularly in Years 1 to 4, do not always make pupils fully aware of what they are expected to learn in lessons or what success will look like.
- Marking does not always tell pupils what they need to do to improve their work.
- The impact of actions taken by the school's leaders and the governors is not always evaluated quickly enough.
- New school leaders are still developing their management skills.

Information about this inspection

- The inspectors observed 20 lessons. One of these was a joint observation with the headteacher.
- Meetings were held with pupils, governors, a representative of the local authority and school staff. Informal discussions were held with parents.
- The inspectors took account of the 23 responses to the online questionnaire (Parent View), parent questionnaires sent out by the school and 18 questionnaires completed by staff.
- The inspectors observed the school's work and looked at monitoring information, improvement plans, analysis and tracking of pupil progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance.

Inspection team

Mick Hill, Lead inspector	Additional Inspector
Karen Holmes	Additional Inspector
Julie McGrane	Additional Inspector

Full report

Information about this school

- This school is an averaged-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportions of pupils supported at school action and at school action plus or with a statement of special educational needs are above the national average.
- The school meets the current floor standard which sets the government's minimum expectations for attainment and progress.
- The school is co-located with a children's centre which is managed independently and will have its own inspection report.
- There is childcare provision on site for children aged 0-3 years old. This is subject to a separate inspection.
- The school has achieved the Healthy School status, Artsmark, Active Mark and the International School Award.
- The Deputy Headteacher and Early Years and Foundation Stage Leader are relatively new to their posts.

What does the school need to do to improve further?

- Further improve some of the teaching, especially in Years 1 to 4, by:
 - making certain that pupils are aware of what they are expected to learn in lessons and know what success will look like
 - improving the quality of marking so that pupils always know what they need to do to improve their work.
- Improve the impact of the school's leaders including the governors by:
 - continuing to develop new school leaders so they drive improvement ever more effectively
 - ensuring that the checking of the schools' work is timely and focuses strongly on the factors that are most important and can be used to inform school improvement planning.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress through the school. Their attainment by the time they leave Year 6 is slightly above average.
- When children start in the Early Years Foundation Stage their speaking skills and ability to understand numbers are typically much lower than those expected for their age. They make good progress in all aspects of their development. When they enter Year 1 their skills are closer to these expectations because the teaching in the Early Years Foundation Stage is consistently good.
- In Key Stage 1 pupils continue to make good progress and by the end of Year 2 attainment in reading, writing and mathematics is average. Boys make particularly strong gains in reading because they are guided to read books which interest and engage them. In Key Stage 2 this good progress continues. At the end of Year 6 most pupils are working at the level expected for their age and many are working at levels that are above this.
- Pupils supported at school action, school action plus or with a statement of special educational needs make progress that is at least as good as that of other pupils in the school. This is because teachers quickly identify those who are struggling and intervene. Carefully planned support is provided to help these pupils to catch up.
- The progress made by pupils supported by the pupil premium is the same as , and in some cases better than that of similar pupils nationally because they are taught well and supported effectively.

The quality of teaching

is good

- The quality of teaching is typically good, with none that is inadequate. Children in the Nursery and Reception classes, and those in Years 5 and 6, are particularly well taught. As a result pupils make good progress in developing their writing and mathematical skills, and even more rapid progress with their reading.
- In all classes, teachers and pupils have excellent relationships with one another. As a result pupils are eager to work and are confident to take a lead when asked.
- Pupils have exceptionally positive attitudes towards their learning. 'It's the work' was the response of one group of pupils when asked what was the best thing about the school.
- The best teaching uses activities which are exciting and make the most of the pupils' curiosity and desire to learn. In these lessons, pupils are required to think hard by the tasks they are asked to do. In a Year 5 lesson around the poem 'The Highwayman', for example, the teacher made sure that pupils used difficult words when answering questions and practised their reading skills.
- Lessons are always carefully planned. Teachers think a lot about the tasks they set for pupils to complete. However, some teachers, particularly in Years 1 to 4, are not routinely telling pupils about what they will learn in a lesson and what success will look like. As a result, pupils are not always sure about what is expected of them and are not always able to work for longer periods without being helped by their teachers. On occasion, this slows their progress.
- Teachers set homework and mark work regularly and conscientiously. However, their comments do not always explain what the pupil needs to do next to improve their knowledge, understanding or skills. Comments are also sometimes written in language which it is hard for pupils to understand. As a result pupils are not always clear about how to improve their work.
- The school has invested in new technology which helps grab the interest of pupils. For example, a Year 6 English lesson was made more exciting for the pupils by the use of ipads. They worked very effectively in groups of two and three using the ipads as a detective's note pad as they investigated 'strange occurrences'.

The behaviour and safety of pupils are outstanding

- The school has very high expectations and clear rules for behaviour and conduct, combined with the effective use of praise and reward. Pupils, including those who might be vulnerable, feel exceptionally safe at all times as a result. The exemplary behaviour of pupils is seen in the helpfulness which they show each other and adults and their readiness to work hard. They are very proud of their school.
- It is striking that pupils, without exception, are polite and courteous. They can be seen, for example, routinely opening doors for adults without being asked. In assemblies and other activities in which they are together in large numbers their self-discipline means they require very little adult supervision.
- The majority of parents, staff, visitors and the pupils themselves speak of the excellent standard of behaviour in the school. Pupils report few concerns about bullying of any kind. This is supported by school records in which a very low and declining number of incidences are recorded. The school has not had to exclude any pupils in recent years.
- Pupils of all ages have an excellent awareness of e-safety. This is because the school has robust procedures for protecting the pupils and educating them about the risks.
- The school has worked extremely hard to improve attendance and has succeeded as it is now above average. This work has included effective cooperation with the education and social welfare worker and with families.

The leadership and management are good

- The leadership of the headteacher is strong. She has assembled a new leadership team which has already had a positive impact on outcomes for pupils. However, they know that they can further develop their effectiveness as a team and have even more impact on raising achievement.
- The leadership team know a lot about the work of the school, but the checking of the school's work is not always prompt enough and there is not always enough focus on what is most essential to help with improvement planning. For example, the plans for spending this year's pupil premium are not based on a robust evaluation of the progress of these pupils.
- The school staff share the headteacher's determination to improve the school further. There are good procedures for managing the performance of teachers, which hold them to account for the quality of their work and trigger support and training when needed. These procedures make sure that any increases in salary are closely linked to improving the progress of the pupils in their care.
- The school draws on support from the local authority. The Education Development Partner attached to the school has an accurate understanding of its overall strengths and weaknesses and so is able to help the school in its drive to become outstanding.
- The curriculum meets pupils' differing needs, helps them to develop their skills and capabilities and prepares them to live in a diverse society. The many visits, themes and activities enrich pupils' learning and contribute well to their spiritual, moral, social and cultural development, which is strong. In the week of the inspection, for example, there were visits to Adventure Valley, the local church, and to the Centre for Life, as well as a spooky theme dress up day.
- Partnerships are important to the school's leaders. They place the school at the heart of their community and they reach out very effectively to families and to the wider community.
- **The governance of the school:**
 - There is a core of very experienced governors who know the school well. They are aware of where teaching is solidly good and where it is less consistently so. They hold the school's leaders to account for driving further improvement. Governors receive a lot of information about the school, and check on the school's work first hand by visiting lessons. However they have not yet ensured that the checking of the schools' work is always timely and focuses strongly on the factors that are most important and can then be used to inform school improvement planning. The governing body robustly manages the appraisal

of the headteacher with the support of an external consultant. They oversee the management of teachers' performance to ensure this is equally robust. They are directly involved in decisions about salary progression, promotion and staff appointments and ensure these are firmly linked to outcomes for pupils. The school's budget is very well managed. As a result they have been able to invest in the upkeep and improvement of the school buildings to provide an excellent environment for children and staff. The governors ensure that the school fulfils its statutory responsibilities to keep pupils safe.

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	114023
Local authority	Durham
Inspection number	401399

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	274
Appropriate authority	The governing body
Chair	Mrs Maureen Nair
Headteacher	Mrs Joanne Shaw
Date of previous school inspection	26 January 2010
Telephone number	01207 234252
Fax number	01207 237918
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