

St Katharine's Church of England Primary School

Rolls Drive, Bournemouth, BH6 4NA

Inspection dates 7–8 February 2013

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| 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.

- Standards reached by pupils at the end of Year 6 are well-above-average. Across the school, pupils' progress is good or outstanding in all classes.
- A well-organised programme improves pupils' understanding of the sounds that letters make (phonics) so that they read with confidence.
- Teaching is good and the majority is of high quality. Teachers' high expectations and effective use of assessment to plan pupils' next steps for learning mean that pupils learn well and often rapidly.
- The headteacher provides ambitious leadership and she is supported well by other leaders in the school.
- Pupils are proud of their school. They show great respect to one another and to adults. Their behaviour is outstanding both in lessons and around the school, and they feel safe.
- The school's emphasis on its values greatly supports pupils' spiritual, moral, social and cultural development.
- Members of the governing body show a good understanding of the school's strengths and areas for improvement.
- Disabled pupils and those with special educational needs make good progress. This is because of the strong support they receive from teachers and teaching assistants.
- The issues highlighted in the previous inspection report have been addressed successfully and there have been significant improvements to the quality of teaching and pupils' achievement.

It is not yet an outstanding school because

- Teaching is not yet consistently outstanding and leading to rapid progress for all pupils in Key Stage 2.
- Not all teaching includes the most important features of the best related to pace, the quality of questioning and the provision of activities that really engage pupils.

Information about this inspection

- Inspectors observed 21 lessons, four of them jointly with the headteacher or deputy headteacher.
- Inspectors looked at pupils' work in lessons and samples of their workbooks.
- Inspectors held meetings with three groups of pupils, the headteacher, deputy headteacher, staff with particular responsibilities, members of the governing body and a representative of the local authority.
- A variety of school documentation was examined, including the school's own information about the progress of current pupils, the school's self-evaluation and development plans, behaviour and attendance logs, and records relating to safeguarding and to the management of staff performance.
- Inspectors looked at records showing the development of pupils' reading, and pupils from across the school read their books to them.
- Inspectors took account of a questionnaire completed by 29 staff, together with 75 responses submitted by parents and carers to the online questionnaire Parent View.

Inspection team

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|-------------------------------|----------------------|
| Sean Thornton, Lead inspector | Additional inspector |
| Elizabeth Strange | Additional inspector |
| Janet Watson | Additional inspector |

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in local authority care, pupils from service families and those known to be eligible for free school meals, is low.
- The proportion of pupils supported at school action is below average but the proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in 14 single-age classes.
- No pupils are taught in any alternative provision.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching and learning by ensuring:
 - the features of good and outstanding teaching present in the school, relating to pace, questioning and a variety of engaging activities, are demonstrated by all teachers throughout the school
 - teachers provide work that enables more pupils to achieve Level 6 in their English and mathematics.

Inspection judgements

The achievement of pupils is good

- Children start school with skills, knowledge and understanding that are well above the levels expected for their age. They make good progress in the Reception Year in developing secure skills in reading, writing and mathematics and in their personal, social and emotional development.
- Pupils' achievement across the school is good and has improved since the last inspection. Pupils make either good or outstanding progress in all classes. During the inspection, high-quality work was seen in English and mathematics showing that this progress is continuing.
- At the end of Year 2, attainment in reading, writing and mathematics is well above the national average and by the end of Year 6 attainment in English and mathematics is also well above the national average. The standards reached in mathematics have improved considerably since a dip at Key stage 1 in 2010.
- Pupils display outstanding ability in expressing their views orally; their command of spoken English is exceptional.
- Pupils' progress is assessed frequently. Challenging targets are set and when pupils fall behind they are given extra support to help them catch up quickly.
- More-able pupils make good rather than outstanding progress in Key Stage 2. A number of these pupils have now gained the exceptionally high Level 6 in mathematics; the school is introducing strategies to increase this number and to extend this high achievement to English.
- Results from national tests to check Year 1 pupils' knowledge and understanding of letters and the sounds they make (phonics) far exceed the national average because this is taught well by staff who are skilled at teaching reading.
- Disabled pupils and those who have special educational needs make good progress as a result of the highly personalised specialist support they receive both in lessons and in small withdrawal groups.
- The few pupils eligible for additional funding through the pupil premium make good progress, in line with other pupils. Their average point scores are the same as the rest of their peers and well above national figures for corresponding groups.

The quality of teaching is good

- School leaders' regular checking of teaching shows that almost all is good or better, and this view is confirmed by the inspection findings. Inspectors observed a significant proportion of high-quality teaching, enabling pupils to be fully involved in their learning and make rapid progress.
- Teachers mostly plan tasks well to match pupils' individual needs and abilities. Pupils say that teachers make their lessons fun. They develop independence through many opportunities to make decisions about their learning. For example, in a Year 5 mathematics lesson pupils were encouraged to make their own decisions about how to carry out multiplication of hundreds, tens and units based on their own assessment of their understanding. Occasionally, activities are not quite hard enough for the most-able pupils.
- Clear routines are well established in lessons and resources are well prepared so that no time is wasted. For example, in a Year 6 class pupils moved smoothly through a variety of activities investigating two- and three-dimensional shapes.
- Almost all lessons showed good pace and pupils were engrossed in varied types of learning. Teachers use deep questioning to check pupils' understanding before moving on to the next part of the lesson. In a small minority of lessons this was not the case and pupils' progress slowed as a result.
- In the few instances where teaching was weaker, not all activities were valuable and there was

not a good enough balance of activities between those introduced by teachers and those chosen by the pupils themselves.

- Teachers make sure that pupils' writing skills are developed well through a range of learning activities, including the use of project books. Pupils enjoy the projects carried out, which develop empathy and the understanding of science as well as a variety of writing styles.
- Lessons provide a variety of reading activities, building on the phonics work carried out in the Reception Year. Pupils learn to build and blend words, as well as to recognise them, and these skills increase with age. The school provides a wide range of appropriate books, and pupils in all year groups show pleasure and enjoyment in reading.
- Teachers mark pupils' work regularly, and provide both praise and advice for further improvement. This ensures that pupils have a clear understanding of how to improve.
- Teaching assistants provide effective support for pupils, including those who require additional help, by breaking tasks down into smaller achievable steps so that they can progress.

The behaviour and safety of pupils are outstanding

- Pupils are exceptionally polite and welcoming. They have a deep understanding of the school's 'core values', such as grace, integrity and aspiration, and apply this well in school.
- Pupils' outstanding behaviour makes a significant contribution to their learning and personal development. Pupils always pay close attention in lessons, follow instructions carefully, share their own ideas and listen respectfully to the views of others. Pupils feel deeply that learning is important as it helps them to broaden their interests and gives them greater opportunities in life.
- Teachers are skilled in managing pupils' behaviour and they follow consistent policies so that pupils always know that there are high expectations.
- In the outside areas around the school, pupils play well together and Year 6 pupils act as young leaders to ensure sensible and safe behaviour.
- Pupils say they feel safe at school at all times and the subjects they study support them well in learning how to stay safe. They have a good understanding of e-safety.
- Pupils have a good understanding of different forms of bullying. They say that there is very little and that when it occurs it is dealt with by staff and pupil mediators. Pupils are kind to each other.
- Attendance rates are average and increasing.
- Pupils contribute to decision making in the school through the school council. Their views are acted on; for example improvements in outdoor play areas followed from their suggestions.
- In their questionnaires, parents, carers and staff agree that pupils are well behaved as well as happy and safe at school.

The leadership and management are good

- The headteacher, supported by the leadership team, provides commitment, drive and ambition to improve all aspects of the school. This has resulted in improved standards of teaching and pupils' progress since the last inspection.
- There is frequent checking of pupils' progress towards challenging targets. This system now quickly shows when pupils are falling behind so that weaknesses can be remedied.
- School leaders check up very closely on teaching and its impact on learning. Their judgements on the quality of teaching are accurate and they identify where improvement is needed. The results of these checks are used well to plan an appropriate range of training for teachers and, as a result, this has led to better standards.
- The school's self-evaluation is accurate and leads to a well-focused school improvement plan. Some of the improvement initiatives, for example the plans to further raise pupil achievement by the end of Key Stage 2, have not yet had enough time to produce sustained impact.
- The wide range of subjects and topics taught is very helpful to pupils' learning. Pupils develop

their reading, writing and mathematical skills across subjects, with frequent opportunities to solve problems and investigate questions. They benefit from expert science teaching and skilled sports coaching. There is a wide variety of enrichment activities that take place both within and outside the school day; this broadens pupils' learning experiences.

- The school's Christian values lead to its outstanding provision in the development of pupils' spiritual, moral, social and cultural development. Pupils think deeply about beliefs and values and develop an understanding of the needs of others. The partnership with a school in Uganda enriches their knowledge about international cultures.
- Parents and carers are fully involved in the life of the school; they are regularly welcomed to work alongside the school's pupils.
- Pupil premium funding is checked closely to ensure that interventions, such as one-to-one tuition, lead to improved outcomes for these pupils. Equality of opportunity is promoted strongly and there is no evidence of discrimination of any sort.
- The system of performance management is effective and has been updated to respond to government changes. Salary progression occurs only when merited by sustained good performance.
- The local authority works closely with the school, providing good challenge. This is helping the school to raise standards.

■ The governance of the school:

- Members of the governing body have benefited from regular training. They monitor many aspects of the school's work closely and ask challenging questions of school leaders. They also work in an effective partnership with the local authority. Governors understand the strengths and weaknesses of the school. Individual governors work closely with particular subject areas and year groups, visiting lessons so that they understand the quality of teaching in the school. Governors manage the school's finances well, for example by ensuring that the pupil premium is targeted and used effectively. They are fully involved in the performance management system for all teaching staff; all promotions, with their financial consequences, are discussed in a governor committee. Governors ensure that the school complies fully in relation to safeguarding its pupils.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 113841 |
| Local authority | Bournemouth |
| Inspection number | 405484 |

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 | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 436 |
| Appropriate authority | The governing body |
| Chair | Rosemary Bentley |
| Headteacher | Nicola St John |
| Date of previous school inspection | 9–10 June 2011 |
| Telephone number | 01202 426663 |
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