

Kate's Hill Community Primary School

Peel Street, Dudley, DY2 7HP

Inspection dates 6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses

- Achievement is inadequate because pupils do not make enough progress, particularly in mathematics and writing.
- Too much teaching has been inadequate in the past and still requires improvement.
- Standards in mathematics at the end of Year 6 have been well below national levels for a number of years.
- Not all teachers expect enough of their pupils. Time is wasted in lessons where teachers talk too much.
- Until recently, checks on teaching have not been organised well enough to bring about improvements.
- The impact of planned improvements has been significantly restricted by changes in teaching staff. The school has not improved sufficiently since the previous inspection.
- Until recently, the governing body has not asked enough searching questions of leaders about the quality of teaching or pupils' achievements.
- Checks on how well pupils are doing have not been robust enough to identify pupils who are underachieving.
- Behaviour requires improvement because, until the new behaviour policy was introduced, there were too many interruptions to learning in the classroom.

The school has the following strengths

- The interim headteacher, deputy headteacher and governors now recognise the school's weaknesses and are taking swift action to improve teaching. Pupils' progress has started to improve across the school.
- Pupils enjoy school, feel safe and are keen to take on responsibility. Attendance is above average.
- The proportion of good teaching is increasing.
- Pupils for whom the school receives additional funding make good progress because of the high-quality personal care they receive.
- The school supports pupils whose circumstances make them vulnerable, as well as their families, very well.

Information about this inspection

- Inspectors observed teaching and learning in 23 lessons involving 15 teachers, including three joint observations with the headteacher.
- Inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at documents, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Inspectors took account of the six responses to the online questionnaire (Parent View) and the views expressed by those parents and carers who spoke with them at the start of the school day.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Edgar Hastings

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils come from a Pakistani background.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium (additional government funding for specific groups of pupils, including those known to be eligible for free school meals) is above average.
- The Early Years Foundation Stage consists of two Reception classes and a morning and an afternoon Nursery class.
- The governing body manages a before-school club which operates daily.
- There have been many staff changes since the previous inspection. The interim headteacher was appointed in September 2012 and the deputy headteacher was appointed in January 2013.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good by ensuring that:
 - teachers always set work at the right level of difficulty for different groups of pupils
 - pupils are not expected to spend too long listening to teachers
 - the marking policy is applied consistently so that all pupils understand how to improve their work and have time to respond to teachers' comments
 - pupils' behaviour is consistently managed by all teachers in accordance with the agreed school policy.

- Accelerate pupils' progress in writing and mathematics by ensuring that:
 - activities in lessons concentrate on improving pupils' basic number skills, spelling, punctuation and grammar
 - pupils have opportunities to practise and apply writing and mathematical skills in all subjects
 - teachers encourage pupils to work by themselves and complete tasks without always waiting for the teacher to help them
 - teachers give pupils clear models, setting out the steps to follow when completing mathematical calculations, as well as examples of good-quality writing, so that pupils can refer to them when completing their own work.

- Increase the effectiveness of leaders and managers by:
 - fully implementing the current plans designed to accelerate pupils' progress
 - making sure that the new systems for checking the quality of teaching are rigorously implemented
 - extending the role of the governing body in holding leaders to account for the quality of teaching and pupils' progress
 - ensuring that all middle leaders are fully involved in checking school improvements and tracking how well pupils are doing.

Inspection judgements

The achievement of pupils is inadequate

- Pupils do not make enough progress in reading, writing and mathematics in Key Stage 1, and mathematics and writing in Key Stage 2. Many pupils lack confidence in basic number skills, spelling, punctuation and sentence construction.
- Throughout Key Stages 1 and 2, weaknesses in teaching have resulted in low standards in mathematics and writing for a number of years. By Year 6, standards in mathematics are well below national levels. Tasks are not designed well enough to help pupils take the next steps in learning and pupils do not have sufficient opportunities to practise their writing and mathematical skills in other subjects.
- In the Nursery and Reception classes, children are helped to develop positive attitudes towards school and are encouraged to do things for themselves. Attention to their early language, literacy and social skills is effective and children do well in these classes.
- The school is improving the way it teaches the links between sounds and letters (phonics) and, as a result, pupils are making better progress in reading than in writing and mathematics, although standards reached by most pupils are still below those expected for pupils' ages.
- Pupils learning English as an additional language, disabled pupils and those who have special educational needs are now making progress in line with their classmates. Until recently, gaps in attainment between these pupils and their classmates had not closed rapidly enough.
- Pupil premium funding is used to provide additional teachers, teaching assistants and a learning mentor to provide one-to-one and small-group support. Pupils who are eligible for this support are currently making better progress than their peers. In 2012, the attainment of these pupils was ahead of their classmates and ahead of similar pupils nationally.
- The school fully recognises the need to accelerate progress, particularly in mathematics, and is taking action to do so. Although these developments are at an early stage, there are clear signs that they are making a difference. Progress in mathematics has improved as a result of the sharply increased emphasis given to this subject, which has included better teaching and significant improvements to the content of what pupils are taught. The introduction of such devices as 'mathematician of the month' and regular competitions throughout the school is increasing pupils' confidence and interest in mathematics.

The quality of teaching is inadequate

- The overall quality of teaching has not been strong enough for some time to ensure that all pupils make good progress and reach average standards in English and mathematics at the end of Key Stage 2. An increasing number of lessons are good, but there are still too many which require improvement or are inadequate.
- Expectations have not been high enough. In some lessons, teachers still talk for too long, leaving insufficient time for pupils to get on with their own work. On occasions, teachers praise pupils for working hard when they should have done better, given their age and ability.
- Until recently, teachers have not checked pupils' previous work well enough to find out what

they have learnt. The work they set for pupils is not consistently well matched to the abilities of the least and most able pupils, and the pace of learning is not always brisk enough.

- Younger pupils' ability to get on with their work by themselves is too variable. Too many wait for help from the teacher and this restricts the standards they attain.
- Although teaching has improved as the result of staff training, there are still too many inconsistencies across the school. Teachers do not routinely show pupils what good writing and well set-out mathematical calculations look like. Teachers' marking gives pupils encouragement but does not provide guidance that is precise enough to help them to improve their work. Often, pupils do not have enough time to act on teachers' advice.
- The teaching of disabled pupils and those who have special educational needs requires improvement. Too often, these pupils have not been provided with activities in class which meet their needs and, although the school has made improvements here, there are still occasions when learning slows because the work is not appropriate.
- Where the teaching is good, teachers plan tasks that build rapidly on what the pupils are already able to do. All groups of pupils are fully engaged throughout and make good progress. Teachers use questioning well to find out what pupils know and build on this well. In a mathematics lesson in Year 6, for example, pupils were given good opportunities to work together to solve time problems and to talk about the best way to approach the problems they had been set.
- The teaching of reading is improving as a result of more structured 'guided reading' sessions. These provide pupils with good opportunities to read to adults and to talk about books they have read. This adds to pupils' enjoyment of reading.
- Teachers work closely with teaching assistants, who provide valuable support, both in and out of the classroom. Pupils supported by the pupil premium receive effective personal support and so make better progress than their classmates.

The behaviour and safety of pupils

requires improvement

- Behaviour requires improvement because the school's records show that over time a significant minority of pupils do not behave well in class when the teaching fails to involve or interest them or when behaviour is not managed effectively.
- A number of staff and pupils feel that behaviour is still not good enough. Although the new leaders have held training on how to manage pupils' behaviour more effectively, the school's new approach is not applied consistently. Pupils play boisterously at playtimes and a few do not move around the school sensibly when there is no adult supervision.
- The school works hard to support all its pupils and make them feel welcome. Any discrimination is tackled with vigour. Until recently, the school has not succeeded in promoting of equality of opportunity as well it should have done because gaps between pupils' attainment were not being closed fast enough.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Personal support for pupils and their families is well organised and effective.
- Parents and pupils appreciate the daily before-school club which makes a good contribution to

the calm and punctual start to the school day.

- Most parents said their children are safe and well cared for. Pupils, too, say that they are safe at school and that any bullying is dealt with effectively.
- Pupils have a good knowledge of all forms of bullying, for example cyber-bullying. They are helped to develop a range of strategies so they are able to manage everyday risks for themselves.
- Attendance is above average, reflecting pupils' enjoyment of school.

The leadership and management

requires improvement

- Leaders have failed to improve the school sufficiently since the last inspection. Frequent staff and leadership changes meant that the school did not resolve weaknesses in the quality of teaching and pupils' achievement. However, the significant improvements made since September 2012 show that current leaders and governors have the capacity to improve the school.
- The interim headteacher and deputy headteacher's evaluation of how well the school is performing is accurate. Actions identified in the school improvement plan are prioritised well and have moved the school forward in a short time. The plan is focused clearly on gaining consistency in the teaching of English and mathematics and securing and sustaining better progress throughout the school.
- Swift action has been taken this year to eliminate inadequate teaching and to provide much-needed training and staff development. Revised procedures for checking how well teachers are doing now enable leaders to hold teachers to account for their pupils' progress. Decisions about the salary that each teacher receives are now based on improvements in their teaching.
- The interim headteacher has gained the trust of all staff; morale is high and all staff support his drive for improvement. Parents have been kept fully informed through regular parent forums and workshops.
- However, improvements are still required. Although standards are rising, they are still too low. Middle leaders are not yet playing a big enough part in checking school developments, pupils' progress or the quality of teaching.
- Until recently, the systems for checking how well pupils were doing were not robust enough to provide suitable information for future planning. The new headteacher's sharp and more detailed analysis has enabled the school to identify underachievement and to provide pupils with additional support. This has resulted in gaps in achievement between groups closing.
- The way in which subjects are taught has not consistently provided a secure structure to support pupils' learning over time. Pupils' reading, writing and mathematical skills are not practised, developed and used well in other subjects to raise standards. School leaders have, however, made significant changes to better promote pupils' spiritual, moral, social and cultural development. Lessons have been enriched through a wide range of visits, visitors to the school, and after-school clubs which add interest and enjoyment. There are also opportunities for pupils to develop sporting and musical skills, such as whole-class recorder and singing lessons.
- The local authority has provided extensive support to the school since September 2012. This has led to improvements in the Early Years Foundation Stage, for example. Support for middle

leaders across the school is continuing to increase their skills in checking the impact of improvements in their subjects.

■ **The governance of the school:**

- Governors increasingly know the school well and offer good support to the headteacher. All governors are attending training to improve their ability to hold the school to account and to ask more challenging questions of school leaders, although their knowledge of how the school's data compare with other schools nationally is weak. The governing body has not kept an effective check on the work of the school over time, but this is changing. It manages the school's finances and the support for the pupil premium well, although it has yet to scrutinise the data in detail. It is making improved decisions on the rewards that teachers receive and has a better grasp of where teaching is weak and how this is being addressed. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet regulatory requirements.

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	103774
Local authority	Dudley
Inspection number	400655

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	412
Appropriate authority	The governing body
Chair	Susan Jackson
Headteacher	Phil Sharrock (Interim Headteacher)
Date of previous school inspection	14 July 2010
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