

Kates Hill Community Primary School

Peel Street, Dudley, DY2 7HP

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved since the previous inspection and pupils currently in the school make consistently good progress in reading, writing and mathematics in all year groups.
- Pupils join the school with skills and knowledge that are below those expected for their age and last year Year 6 left the school with standards that were average.
- All groups of pupils, including those eligible for the pupil premium, disabled pupils and those who have special educational needs make good progress in line with their peers.
- Teaching is consistently good, as a result of highly effective training and support given by school leaders.
- Engaging and interesting activities in lessons enable most pupils to learn quickly.
- Pupils behave well in lessons and around the school. They enjoy school and are keen to learn. They feel safe in school.
- The inspirational leadership of the headteacher ensures that all staff have high expectations of what pupils can achieve.
- Governors and leaders have clear plans to improve this good school.

It is not yet an outstanding school because

- In the Early Years Foundation Stage, teachers do not always make it clear what the learning focus is for each activity. This means that some activities are either too easy or too hard for children to learn from.
- Some pupils rush into answering questions without having the time to reflect on their answer in order to give as much detail as they can.
- Pupils do not act upon the written comments in their mathematics work as a matter of routine.
- There are not enough opportunities for pupils from all age groups to use and apply their number skills to solve problems.
- Governors and school leaders do not analyse the impact of the additional funding for pupil premium and sport in sufficient depth.

Information about this inspection

- Inspectors observed 22 lessons, including three jointly observed with either the headteacher or the deputy headteacher. In addition, inspectors made several other short visits to lessons.
- Inspectors reviewed a range of documentation in relation to the school’s work, including that relating to attendance, safeguarding, and pupils’ achievement.
- Discussions were held with pupils, both informally and formally, and a range of pupils’ work was looked at.
- Conversations were held with senior and subject leaders, The Chair and vice chair of the Governing Body, and a representative from the local authority.
- The 42 responses to the online questionnaire, Parent View, were taken into account, in addition to the views of parents at the school gates.
- The views 39 staff were taken into account through the completion of the staff questionnaires.

Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Sajid Gulzar

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is a larger-than-average sized primary school, where the majority of pupils are from a Pakistani background. The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils who are eligible for the pupil premium (additional funding from the government to support pupils who are looked after by the local authority or who are eligible for free school meals) is above average.
- The Early Years Foundation Stage consists of two Nursery classes (a morning and an afternoon session) and two Reception classes. Last year approximately two thirds of children from the Nursery stayed in school for the Reception year.
- There have been many staff changes since the previous inspection. The acting headteacher was appointed to the post permanently in May 2013. Six of the 14 teachers who were at the school during the last inspection have left.
- There is a daily breakfast club, for up to 30 pupils, which is managed by the governing body.
- The school met the government floor standards in 2013, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding, so that all pupils acquire new skills, understanding and knowledge as quickly as they are able to by:
 - ensuring pupils routinely act upon their teachers' written comments in their mathematics work
 - making more opportunities for pupils in all year groups to use and apply their mathematical skills to solve real-life problems
 - making sure all pupils have the time to reflect on the answers to the questions that teachers ask them, so they are able to give detailed and full answers
 - being very clear about the learning focus for each activity in the Early Years Foundation Stage, so that each one is set at the right level for the children.
- Making sure that leaders and governors analyse where the primary sport funding and pupil premium have the most impact on pupils' well-being, sporting and academic success.

Inspection judgements

The achievement of pupils is good

- The progress and attainment of pupils has improved considerably since the previous inspection. Pupils currently in the school are now making consistently good progress in reading, writing and mathematics.
- Children enter the Nursery with skills, knowledge and understanding that are well below those expected for their age. Most children are now making good progress, most notably in Reception where the standards reached have improved considerably from last year, and enter Key Stage 1 closer to average.
- In Key Stage 1, pupils' attainment has risen since the previous inspection, and pupils currently in Year 2 are on track to meet standards that are broadly average this year. Detailed and rigorous assessment ensures that teachers use information about each individual to plan activities that enable pupils to learn quickly. Additional support, for example, time to read to adults and tuition in small groups, is provided when needed, and this additional support is very effective in developing pupils' confidence in using reading, writing and mathematical skills.
- Pupils in Key Stage 2 made very good progress in 2013, achieving standards that were broadly average for their age. This is set to improve still further this year in mathematics, reading and writing.
- Pupils enjoy reading. They read most frequently in school, and enjoy the opportunities to read to parents either formally or informally when parents are invited to visit. Phonics (the sounds that letters make) is taught in a structured and logical manner, and pupils use their knowledge to read unfamiliar words in a variety of situations.
- In the Early Years Foundation Stage, activities do not always have a clear learning focus, and this slows the progress of some children.
- Pupils supported by the pupil premium achieved results that were four months ahead of their peers in reading and writing last year, and were six months behind in mathematics. Eligible pupils currently in the school are making progress in line with their peers or slightly better. This is because the additional staff funded by the pupil premium give eligible pupils extra tuition either individually or in small groups.
- Disabled pupils and those who have special educational needs make good progress in line with their peers. Additional support, either individually or in small groups, means that pupils can learn at their own pace and have immediate feedback as to how well they are doing.
- Additional funding for physical education is used to provide high quality sports coaching and more clubs at lunchtimes and after school. There has been an increase in the number and participation rates of clubs, and new opportunities for pupils to take part in competitions with other local schools.
- The school promotes equal opportunities for all, as shown by the consistently good progress that pupils make throughout the school.

The quality of teaching is good

- Teaching has improved since the previous inspection, with most teaching now consistently good and some that is outstanding.
- Pupils are aware of how well they are doing and how to improve their work. This is especially true in literacy, where the teachers' written comments make it clear exactly what they need to do, and provide immediate tasks for pupils to show that they have understood. In mathematics, pupils do not routinely act upon their teacher's written comments, and this limits the impact of the marking in improving their work.
- Pupils learn through a variety of activities which interest and enthuse them. For example, in Year 1, pupils felt wet fish, and then used a range of new vocabulary to describe them, using their first-hand experiences to write a description on fish-shaped paper. This captured their imagination, and prompted discussion among themselves relating to how the fish lived and died.
- Teachers ensure that activities are planned to enable pupils to develop their skills, knowledge and understanding quickly. For example, in Year 2, pupils produced high quality writing re-telling a story about a knight and a princess (which the headteacher and deputy acted out for them). There are not yet enough opportunities for pupils to practise their mathematical skills to solve problems.
- Teaching assistants are used effectively to work with small groups and individual pupils, to give them additional support and guidance so that they learn well. There are many opportunities for all pupils, including the most able, to benefit from individual and small group work, and pupils move to and from these groups with the minimum of fuss.
- Homework, much of which is set online, is seen by pupils as a valuable opportunity to consolidate what they have learned in the classroom. There are homework clubs to ensure that all pupils have regular access to computers if needed for homework.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Their conduct around the school is polite and considerate of others. The older pupils routinely help the younger pupils at lunchtimes when needed, and all use the wide variety of play equipment sensibly and safely. The atmosphere at lunchtimes and playtimes is of a harmonious family.
- Pupils' attendance is in line with the national average, and school leaders have many rewards to encourage regular attendance. Regular communication with parents reinforces the importance of good attendance and its relation to good achievement.
- School leaders reward consistently good behaviour, neatness of work and of the pupils themselves, academic performance and consideration for others with 'golden badges'. Those pupils who achieve in all areas over the year are awarded a 'golden child' accolade which brings with it a substantial reward. Pupils are keen to work towards this.
- The school's work to keep the pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in a variety of situations. For example, the messages they learned from the recent e-safety awareness week (which involved parents as well) are readily applied to their use of the internet at school and at home.

- Pupils say there is very little bullying, and if it did occur, then adults in the school would deal with it quickly. Pupils say that they are confident in talking to teachers when they need to, and find the headteacher approachable.
- The breakfast club provides a calm start to the day for many pupils, so they are prepared for learning.
- Pupils are keen to learn, and are enthusiastic about doing the best they can in lessons. They show increasing confidence in trying to work things out for themselves, and can explain the school's guide to '3B4ME' which encourages them to think for themselves, and ask their peers before asking an adult for help.
- However a few pupils are so keen to answer questions, they can rush into giving a superficial answer, or excitedly chatter about their answer with their peers, rather than taking time to give more detailed responses. This can be distracting for others in the class.

The leadership and management are good

- The inspirational headteacher has developed strong leadership in all areas of the school. He is supported by a highly effective deputy headteacher and subject and year-group leaders. All have very high standards of what is expected in the quality of teaching and pupils' achievement and are held fully to account for their areas of responsibility by the governing body.
- The quality of teaching has improved since the previous inspection as a result of school leaders being very clear as to what standards of teaching are expected. The quality of teaching is closely checked through regular lesson observations, close scrutiny of pupils' work, listening to what pupils have to say about their learning, and information about pupil achievements over time. Effective additional training and support has been provided for staff to develop their skills, and school leaders have made it very clear that underperformance is not tolerated.
- Rigorous and regular tracking of pupil progress is carried out by senior and subject leaders. This is discussed at half termly pupil progress meetings, and each pupil's achievement is analysed. This allows for additional support for individual pupils and groups of pupils to be arranged.
- There are comprehensive plans for improvement, which are based on a highly accurate knowledge of the school's performance, and school leaders and governors have high aspirations to maintain the pace of improvement that the school has made since the previous inspection.
- School leaders are committed to the equality of opportunity for all pupils, and all are encouraged to join in with the school's activities, so that none are discriminated against.
- The range of subjects and topics is designed to interest all pupils. Each topic in literacy starts with a thought provoking and memorable event or lesson, such as an 'alien' landing on the roof, linked to a book. This is designed to encourage pupils to ask questions and think critically about aspects relating to the new topic. Trips to places such as the Holocaust Museum for Year 6 add to pupils' experiences.
- The pupil premium is used to employ additional adults and resources as well as subsidising school trips. This provides additional support, including before- and after-school clubs, lunchtime activities designed to promote self-esteem and good behaviour, language development for some pupils, and a breakfast club. These have been effective in ensuring that pupils eligible for the pupil premium are learning well.

- Similarly the additional funding for sport is spent on providing a wide range of activities and to encourage increased participation in sports. However, the impact of the wide range of additional support for the pupil premium and for sport is not yet analysed in sufficient detail to see what works best on pupils' achievement and well-being.
- The local authority has provided good support for school leaders since the previous inspection. This has included support in developing literacy and numeracy. Recently the local authority has reduced the support it offers, in recognition of the good leadership in the school.

■ **The governance of the school:**

- Governors have a detailed knowledge of the school's performance as a result of searching questions asked of school leaders at every level. Governors hold leaders to account for their areas of responsibility and ensure that they have the knowledge about pupils' achievement in each year group and subject area to check the effectiveness of school leaders' actions. They set a clear strategic direction for the continuing improvement of the school and work as part of a team with school leaders and staff to work towards this. They reward good performance with increased pay, and are thorough in exploring whether applications for pay rises should be met. They manage the performance of the headteacher effectively and set high expectations for the future of the school. They are aware of how the additional funding from the government for pupil premium and physical education is being spent, and are aware of the need to analyse this at greater depth.

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	441900

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	410
Appropriate authority	The local authority
Chair	Michelle Pearson
Headteacher	Phil Sharrock
Date of previous school inspection	6 February 2013
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