

Catherington Church of England Infant School

316 Catherington Lane, Catherington, Waterlooville, PO8 0TD

Inspection dates 17–18 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Standards of attainment at the end of Year 2 have remained above average since the previous inspection.
- The provision in the Early Years Foundation Stage is outstanding. Children have rich and diverse learning experiences and quickly become effective learners.
- Teaching is consistently good. Teachers take careful note of what pupils understand and can do, and plan work that moves pupils forward in their learning. They often make excellent use of the outdoor areas.
- Safety is good. Pupils feel very safe at school and know how to keep themselves safe, particularly when using the outdoor environment for learning.
- Teachers, leaders and parents have worked together to make the outdoor area into a very rich environment which promotes good learning and behaviour. Pupils thrive on these opportunities to learn outside.
- The headteacher has made sure that teachers know what is expected of them. Together with senior leaders she rigorously monitors the quality of teaching and ensures teachers get helpful feedback. As a result teachers are reflective about their practice and teaching continues to improve.
- Governors have a good understanding of the strengths of the school and where it needs to develop further. They hold the school to account and make sure that statutory requirements are met.
- Parents expressed highly positive views about the work of the school. They feel their children are very well looked after and helped to learn.
- The spiritual, moral, social and cultural development of pupils is a great strength of the school. The school is well regarded within the community.

It is not yet an outstanding school because

- Recently, not as many pupils have reached the highest levels in writing as in previous years.
- The tasks pupils are given do not always challenge the most able pupils enough, particularly in their writing. Some pupils occasionally work at a slow pace and do not get enough done because they wait for adults to remind them to keep working, or what to do next.
- Occasionally, adults working with pupils give them the answers or help them too quickly and pupils do not work things out for themselves.
- Feedback to pupils, particularly through marking, is not always as effective as it could be. While comments are encouraging, they lack specific advice and pupils are not often enough expected to do something as a result. This slows their progress.

Information about this inspection

- The inspector visited the school for two days, spending most of his time in lessons and looking at the work pupils were doing. About half of these observations were conducted together with the headteacher.
- The inspector had meetings with senior leaders, teachers who lead particular aspects of the school, with pupils and with governors. He reviewed the school's documents, including plans to bring about improvements, records of monitoring the quality of teaching, and data about the performance of pupils. He looked at the school's policies and procedures, particularly those regarding the safeguarding and well-being of the pupils.
- The 28 responses to the online survey, Parent View, were considered, alongside 42 paper copies parents sent in. The six responses to a questionnaire for staff at the school were also considered. The inspector spoke to parents informally before and after school.

Inspection team

Andrew Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than average, with one class in each year group. Pupils come from a wide area around the village of Catherington.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is slightly below average, but varies with different year groups. In some year groups it is well above average.
- There are very few pupils who are eligible for additional support through the funding known as the pupil premium. Such pupils include those who are known to be eligible for free school meals and children who are looked after.
- The school works closely with a number of other local schools, particularly with Horndean Junior School, Clanfield Junior School and Petersgate Infant School.

What does the school need to do to improve further?

- Increase the proportion of pupils reaching the highest standards, particularly in writing, by:
 - giving pupils more opportunities to work on their own and make decisions for themselves how to improve their work
 - ensuring that pupils' skills in phonics are used more effectively in developing their spelling to improve their writing.
- Improve teaching standards further by:
 - raising teachers' expectations about the level at which pupils, especially the more able, are capable of working and their capacity to grapple with difficult work themselves
 - making sure that adults do not give pupils the answers or help them too quickly before they have had a chance to work things out for themselves
 - improving the effectiveness of feedback given to pupils, particularly through marking, and giving pupils more time and opportunity to respond to this feedback.

Inspection judgements

The leadership and management are good

- The effective leadership of the headteacher has ensured that the school has maintained standards which are above average, that children make an excellent start in the Early Years Foundation Stage and that pupils are well prepared for the next stage of their education. She has made sure that teachers share the vision for the school and that they work together to achieve good outcomes for the pupils.
- Leaders evaluate carefully the quality of teaching and the impact this has on learning. This informs development plans, which focus well on the key things the school needs to improve. For instance, occasional inconsistencies in the quality of writing of the most able pupils have been identified and detailed plans to improve things have recently been formulated.
- There is a well-organised routine of gathering a wide range of evidence which informs the performance management and training available for teachers. This promotes effective procedures to reward good teaching and tackle any underachievement.
- The support for disabled pupils and those with special educational needs is effective.
- The framework around which the teachers plan the topics for the pupils to study (the curriculum) is well balanced. Teachers plan carefully to make sure pupils develop their skills and their understanding about the wider world.
- The school works hard to make sure that pupils' understanding of other cultures is broadened. For example, pupils took great delight in tasting apple slices with honey, following a collective worship about the Jewish New Year. There are strong links with the local community, particularly through the church. These links help to ensure that the pupils' spiritual, moral, social and cultural development is very well supported. Pupils are confident and well prepared for life in modern Britain.
- Teachers have found it useful to teach alongside a specialist in physical education. The sports funding has been used well to enable this to happen and has improved the quality of teaching of this aspect of the curriculum. Pupils greatly enjoy the clubs and activities available after school, such as the winter sports club.
- The school makes sure that parents are well informed about their children's learning. There are helpful opportunities for parents to find out more about how they can support their children in learning at home, particularly in reading and mathematics. Older pupils are given appropriate homework to do, which reinforces the skills they have been learning. Some pupils take their own initiative to do some of their own work, because they are so enthusiastic about learning.
- The headteacher and middle leaders work with other schools in the area to check that teachers' assessment of pupils' work is accurate.
- The local authority helps to provide the school with an external view about the standard of pupils' work and the overall effectiveness of the school. The headteacher supports other headteachers who are not as experienced, particularly in developing plans for improvement.
- The school ensures that current safeguarding requirements are fully met.
- **The governance of the school:**
 - Governors know the school well, and make sure that they are fully informed about the quality of teaching and the performance of any groups of pupils. They use this information to challenge the school well. They have undertaken appropriate training to make sure that they keep up to date with new developments and requirements.
 - Governors have ensured that the finances of the school are spent wisely, with careful consideration about the needs of the pupils. Although there are very few pupils who are eligible for additional support through the pupil premium, governors carefully consider the impact this money has had towards improving the outcomes for these pupils. Governors make sure that any financial decisions are made with value for money in mind. They also check that information about the quality of teaching is taken into account when considering pay awards for teachers, to promote the best practice.
 - Together with senior leaders, governors make sure that all the policies, procedures and training to keep pupils safe are in place.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are keen to do the tasks that teachers have prepared for them, and

listen well to instructions that are given. They arrive at school ready and eager to learn, with good attitudes towards their learning. This has a significant impact on their achievement.

- Occasionally, a few pupils find it more difficult to maintain their focus or to persevere when work is difficult. There are times when they rely too much on the input of teachers and other adults about what to do next when they finish a section of work, or to sustain a faster pace of work. Once they get help, they are happy to continue working and there is very seldom any disruption.
- Around the school pupils are impressively polite and courteous; their conduct is excellent. They often get the opportunity to learn outdoors and they cooperate well when going outside or coming back in. Their attendance is high because they like being at school and the teachers make sure they have interesting topics to study.
- Parents' and pupils' views about the behaviour in school are extremely positive. Parents feel that the school prepares their children very well for further learning.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at the school; for example when playing or learning in the field, because leaders have made sure this area is thoughtfully laid out to promote good learning and behaviour, and kept secure. Pupils also feel safe when using resources such as the computers because of the school's effective procedures to teach the children about e-safety.
- Pupils say that bullying is extremely rare, if it ever happens at all. This is confirmed by the school's records which show very few incidents over recent years. Pupils say that they may fall out with friends occasionally, but that any such incidents are sorted out very quickly. Where necessary, the school works effectively with external agencies such as Social Services or educational psychologists to support identified vulnerable pupils.
- The pupils are confident that there are always a number of adults around whom they can talk to if they are worried about anything. They know how to stay safe, for example when encountering strangers or crossing the road. The school makes sure that there are well-organised opportunities to talk about different topics which might be a concern to them.

The quality of teaching

is good

- Teaching is consistently good. Teachers accurately assess the standard of the work pupils have done, and use this information to help them plan the next lessons. This helps to ensure that most pupils make good progress each lesson.
- Teachers think carefully about their own practice and work together with senior leaders to identify ways of improving their skills to make learning even more effective. They value the benefits from opportunities they have had for training, and from observing teaching and learning in other schools.
- There is a positive atmosphere about learning because teachers carefully choose topics that interest the pupils. In particular, teachers make exceptional use of the playground, the field and the area surrounding the school, to bring their lessons alive. For example, children in Reception and pupils in Year 1 thoroughly enjoyed finding inspiration for their artwork by looking at the natural world around them.
- Teachers are skilled at asking probing questions to check on pupils' understanding and in adapting the work pupils are doing in the light of the information they gather. In most lessons, teachers rapidly increase the level of challenge, or encourage pupils to get on with work as soon as it is evident they understand the tasks they are given to do.
- However, there are not always high enough expectations about how much work pupils could complete in formal lessons, particularly when they are writing. Teachers and pupils are sometimes too readily satisfied with slower progress. At other times, adults step in too quickly and provide answers or support before pupils have persevered for themselves.
- The school has made sure that the most able pupils get extra support and specialist teaching at times, although this is at an early stage. The work they are given to do during these sessions is particularly challenging, which these pupils enjoy, but this is not always matched by the level of work they are given to do in other lessons.
- Teachers and senior leaders have established clear guidelines about what is expected when marking pupils' work or giving them feedback. Marking is frequent, and often helpful, but there remain some occasions when comments are not precise enough about what pupils need to do, and there is too little expectation or opportunity for pupils to carry out improvements.
- The teaching of phonics ensures that pupils very quickly become confident readers. However, these skills are not always as well developed to support their writing.
- Any disabled pupils or those with special educational needs are quickly identified and support is provided

to help them overcome the difficulties they face.

The achievement of pupils

is good

- Pupils make good progress and reach standards which are above average. Work in pupils' books over the past year shows that this is typical of their achievement over time and since the previous inspection. This prepares them well for their future education.
- Standards were slightly lower in 2014, reflecting the considerably higher proportion of pupils who had special educational needs in this particular year group. However, considering their starting points almost all of these pupils made good progress. In 2014, fewer pupils than expected reached the highest standards in their writing at the end of Year 2.
- The most able pupils make good progress in reading and mathematics, but not as many perform as well in their writing. They do not always have enough opportunities to write more complex pieces, or to improve their work as much as they are capable of.
- Children typically join the school with skills and knowledge similar to those expected for their age. By the end of Reception, most children are working confidently in the skills they need, and are well prepared for Key Stage 1.
- Good progress continues in Years 1 and 2, although progress is more rapid in reading and mathematics than in writing, particularly for the more able pupils.
- In the phonics check at the end of Year 1, fewer pupils than average met the requirements. This is because many of these pupils are confident readers but they do not always use their understanding of phonics to sound out unfamiliar words accurately. They do greatly enjoy reading, and are keen to re-tell the stories they have finished.
- Disabled pupils and those with special educational needs are well supported and make good progress. Any concerns that a pupil may be struggling are picked up quickly, and the school uses a wide range of ways to help them catch up.
- There are too few pupils who receive support through the additional funding known as the pupil premium to comment on their performance anonymously.

The early years provision

is outstanding

- Teaching in the Early Years Foundation Stage is outstanding and the management of the Reception class is very well organised. Activities are carefully planned to help children settle in quickly and enjoy learning. The use of the environment is excellent, including the inside classroom, the outdoor space, and the adjoining field.
- Teachers enthuse children to explore a wide range of skills and to extend their knowledge and social skills. Almost all children reach expected levels of attainment and a growing proportion reach above expected levels across most of the areas of learning, although their development in writing is not quite as strong as other areas. They are inquisitive, creative learners.
- The school is currently developing ways of making more efficient use of the rich information they gather about children's learning, to respond even more quickly as children's needs change.
- Many parents spoke glowingly of the way the school has helped their children settle into school. Some parents said that their children cannot wait to get into school each morning. The arrangements to keep children safe are excellent.

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	116280
Local authority	Hampshire
Inspection number	443793

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Sean Mannie
Headteacher	Melanie Williams
Date of previous school inspection	9 December 2008
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