

# Katherines Primary School

Brookside, Harlow, CM19 5NJ

## Inspection dates

18–19 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The achievement of pupils requires improvement. Attainment levels in reading and mathematics at the end of Year 6 are below average.
- While many pupils make expected progress, not enough are making the accelerated progress required in order to raise standards by the end of Key Stage 2.
- The quality of teaching has not been consistently good over time to ensure that gaps in learning are being closed quickly enough. Many teachers are in the early stages of developing their career.
- Although governors are now monitoring more carefully what school leaders are doing, they are not yet evaluating the progress pupils' are making or teachers' performance with sufficient rigour. In addition, there is not yet a full complement of governors in place.
- Some middle leaders are not yet been fully effective in improving the quality of teaching and the outcomes for pupils in their key stage.
- Some pupils' limited knowledge of calculation and problem solving skills slows down their work in mathematics.
- There is variability in the quality of teaching in the early years and staff do not always intervene quickly enough to move children's learning on.

### The school has the following strengths

- Since the last inspection, senior leaders have made considerable improvements in the school. This includes improvements to pupils' achievement and the quality of teaching.
- Pupils' behaviour in lessons and around school is good. They are keen to learn and their ability to work happily with one another contributes positively to their learning.
- The school's arrangements to keep pupils safe are good and their work in the area of child protection is exceptional.
- Disadvantaged pupils, pupils who are disabled and those who have special educational needs are often making better progress than their peers.

## Information about this inspection

- Inspectors visited all classes during the inspection. They looked at pupils' work and data about their learning and progress. In addition, they looked at teachers' assessments, planning and records.
- Inspectors held meetings with the headteacher, the deputy headteacher, the English and mathematics subject leaders, the assistant special education needs coordinator, the learning mentor, the Chair of the Governing Body, a parent governor, a representative from the local authority, the school improvement partner and two groups of pupils.
- A range of documentation relating to safeguarding children was examined.
- Inspectors evaluated the views of 29 staff who responded to Ofsted's staff questionnaire.
- Inspectors analysed the 19 responses from parents on Parent View, Ofsted's online questionnaire, to ascertain parents' views about their children's school. Inspectors also took account of parental responses to the school's recent questionnaire and spoke to a number of parents during the inspection.

## Inspection team

Mary Rayner, Lead inspector

Her Majesty's Inspector

Daniel Killborn

Additional Inspector

Denise Bonnette-Anderson

Additional Inspector

## Full report

### Information about this school

- Katherines Primary School is a larger-than-average primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for looked-after children and pupils known to be eligible for free school meals), is just over 27%. This is above average.
- The proportion of pupils from minority ethnic backgrounds and the proportion of pupils who speak English as an additional language are larger than that of the majority of schools.
- The proportion of disabled pupils and those with special educational needs is 9%. This is below average.
- There is part-time provision for children of Nursery age and full-time provision for Reception age children.
- The school occasionally uses the Star Centre, an off-site alternative provision to support children with behavioural difficulties, but this was not in use at the time of the inspection.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Three middle leaders are new to their roles, all have been appointed to their current roles within the last two terms.

### What does the school need to do to improve further?

- Improve the quality of teaching and learning, so that it is consistently good or better, by ensuring that teachers:
  - consistently maintain high expectations of what pupils can achieve so that more pupils make accelerated progress
  - improve pupils' calculation and problem solving skills in mathematics
  - and teaching assistants in the early years find ways to more consistently help children to take the next steps in their learning, particularly in the outside learning environment.
- Improve leadership and management by:
  - embedding the existing systems to monitor teaching and achievement so that those pupils in danger of falling behind are quickly identified and effectively supported
  - ensuring that middle leaders develop their skills in monitoring the quality of teaching and the progress pupils are making
  - further developing the governing body's monitoring role to ensure that school leaders are consistently challenged and held to account for the progress pupils are making
  - ensuring that a full governing body is in place, with the right expertise, as soon as possible.

## Inspection judgements

### The leadership and management

### requires improvement

- Middle leaders are not yet fully effective in raising achievement in the areas they lead. They are gaining clarity about their roles and have an understanding of their part in improving the quality of teaching and, therefore, increasing pupil's progress. Newer middle leaders are beginning to develop the skills needed to monitor and challenge the quality of teaching in their areas while maintaining the positive culture and strong ethos which has been created.
- Since the last inspection teaching has become increasingly effective, for example, Year 4 pupils are now making accelerated progress. However, the improvements in teaching have yet to fully impact on the standards pupils achieve across all year groups, particularly at the end of Key Stage 2 where standards remain below average.
- Leaders are determined to improve the quality and consistency of teaching and the progress of pupils. They now regularly review the effectiveness of teaching by analysing progress data and looking at pupils' books to ensure that their judgements about teaching are accurate. Senior leaders effectively use a range of mentoring and coaching techniques to support teachers.
- Teaching is improving because leaders are rapidly developing the rigorous checks on its quality needed to move it on. Systems to manage staff performance have improved. Teachers' targets are now linked more closely to expected standards.
- The headteacher has used external support effectively to help staff make the improvements necessary, for example, in detailed marking and guidance to move pupils on in their learning. The school's judgements about the quality of pupils' work have been reviewed and validated as accurate by the local authority.
- Effective use has been made of the pupil premium funding to offer extra support such as one-to-one intervention to develop pupils' communication skills. This is having a positive impact on the progress of these pupils.
- Assessments system are in place and are regularly reviewed to ensure all pupils are making the progress of which they are capable. Pupils who are falling behind are correctly identified and appropriate interventions are put in place.
- The primary physical education and sport funding is effectively used to raise standards in sports for all pupils. A sports specialist is delivering high quality sport lessons as well as developing the skills of staff. This has enabled a wider range of participation by pupils in local sporting events.
- The breadth of the school curriculum is good and has a positive impact on preparing pupils for life in modern Britain. Pupils have a strong understanding of faiths and cultures. They respect those from backgrounds which are different from their own and celebrate the diversity that exists between cultures.
- Staff actively promote tolerance, equality and respect both in school and in the wider community. This work effectively tackles any discriminatory behaviour and ensures good relationships between staff and pupils are encouraged and well supported. Pupils have voted for representatives on the school's council which has the opportunity to influence decision making in the school. It also helps pupils understand how British values and beliefs are shaped. This work contributes well to pupils' spiritual, moral, social and cultural development.
- Staff provide a range of school clubs including breakfast club, creative arts groups, sports activities and choir. These all positively contribute to the well-being of pupils.
- The local authority has commissioned support for the school, however, until recently, they have not maintained enough contact to check how this is progressing. The school is currently using the services of an external consultant to strengthen its leadership and management, particularly of the early years

provision. The full outcomes of this work are yet to be seen.

- Child protection and safeguarding arrangements are robust and meet statutory requirements and in some areas they are exceptional as in the management of child protection.

#### ■ The governance of the school:

- The governing body is gaining experience, has taken on board the information supplied through the recent review of governance and altered its structure and approach. Governors are now holding leaders more to account for the progress that pupils make, including those with special educational needs and pupils from disadvantaged backgrounds.
- The governing body has a good understanding of their range of skills and experience. However, there are currently two vacant positions on the governing body.
- Governors are keenly aware that the standards pupils' achieve need to rise, particularly in Key Stage 2, and have a secure knowledge of how senior leaders have begun to improve the quality of teaching in the school. They understand there is a clear link between teachers' performance and opportunities for salary progression and are using this to good effect.
- Governors closely review the financial position of the school to ensure that resources are used effectively, for example, the primary physical education and sport funding. They do not yet apply the same rigour to their review of teacher's moderation of pupil's work and their progress.
- Safeguarding policies and procedures are reviewed to make sure pupils are safe and well cared for in school. The governors have recently reviewed the Child Protection Policy and made appropriate changes.

### The behaviour and safety of pupils

are good

#### Behaviour

- The behaviour of pupils is good.
- The school has a well-developed behaviour policy. This is consistently applied and over the past twelve months the number of incidents of poor behaviour has decreased. Pupils are seen to behave appropriately in a variety of situations and have positive attitudes to their learning.
- Pupils respond quickly to teachers' instructions and are confident to take risks in their learning, for example, when answering challenging questions. Pupils have appropriate speaking and listening skills. They use these well to take part in good discussions about their work. Pupils regularly make positive contributions in lessons.
- Pupils are always positive about the success of others. They were seen by inspectors to appropriately encourage their peers and to celebrate the success of others in a thoughtful and considerate way.
- Pupils from different ethnic backgrounds work very well together. Inspectors observed many occasions where pupils mixed happily in group working and playing alongside one another. Pupils have a good understanding of different faiths and beliefs, and celebrate their differences. They learn about each other's customs and traditions, and as a result there are very few racist incidents.
- Around school, behaviour is good and pupils get on well with each other. Lunch times are positive; the recent change to a family meal time approach at lunch has increased the noise levels. Teachers have to intervene to remind pupils about this.

#### Safety

- The school's work to keep pupils safe and secure is good and in some aspects exceptional. The coordinated approach to child protection ensures that the school plays a key role in supporting children. Skilled and well trained staff keep high quality records of meetings and interventions, and ensure that thoughtful and well planned support for pupils and their families is readily available.
- Pupils say incidents of unkindness and bullying are rare. When these occur, it is always taken seriously

and dealt with quickly. Pupils have a good understanding of how to keep themselves safe, for example, in physical education, where pupils could risk assess activities for themselves. They also say that they are taught how to keep themselves safe when using the computer and when out of school.

- The school has good systems for checking where pupils are if they do not attend and always robustly check this information. Any concerns are appropriately passed to other professionals. Attendance is broadly average and the school works hard to build relationships with parents to ensure that all pupils attend regularly.

### **The quality of teaching**

### **requires improvement**

- Teaching requires improvement because although improvements have been made, inconsistencies over time mean pupils have not always made good progress.
- In some lessons pupils do not develop skills quickly enough to ensure that they make the rapid progress necessary to meet the ambitious targets set. Some key skills are not always effectively taught, especially in mathematics, for example, number bonds. This hinders pupils' ability to use their knowledge of number in problem solving.
- Leaders' improved monitoring of teaching has eradicated inadequate teaching. However, inadequate teaching in the past has meant there are gaps in aspects of pupils' knowledge and understanding. The school's monitoring systems show that teaching is more effective and is now beginning to have an impact on learning.
- Most teachers ensure that work matches the needs and abilities of pupils so that they are challenged to move on at a pace appropriate to their starting points. However, this is not yet consistent across all classes.
- Most teachers effectively mark pupils' work and provide feedback on how to improve it. Pupils respond well to these detailed comments, making improvements to their work and extending their knowledge.
- Teachers' detailed planning takes account of the new curriculum requirements and the school is beginning to use new curriculum guidelines to create their own assessment tools, particularly in literacy.
- Staff use questioning well. They model this for pupils and encourage pupils to question one another. This is increasing the inquisitiveness of the pupils and they are beginning to be self-motivated in their learning.
- Teachers use teaching assistants well to support the less able pupils, and to extend and challenge the most able pupils. This aspect is a strength of the school and ensures that all pupils have access to a range of support but also enables them to become more independent learners.

### **The achievement of pupils**

### **requires improvement**

- The 2014 Year 6 national assessment information shows that pupils' attainment in reading and mathematics was below average and pupils did not make much as much progress as they should have. The progress of White British pupils, in particular, requires improvement. Standards in writing are now average because of the work done in the school to improve this.
- End of Key Stage 2 data shows particular groups of pupils, including ethnic minority and disabled pupils and those with special educational needs, make good progress towards their individual targets. This is because the support they receive is appropriate and meets their individual needs.
- Since the last inspection outcomes in Key Stage 1 have risen and are now close to national levels overall. Between 2013 and 2014, while the proportion of pupils making the expected progress in reading, writing and mathematics was similar to the national picture, too few pupils made progress that exceeded national

expectations.

- Inspection evidence, supported by data provided by the school, indicates that current pupils in Key Stage 2 are making better progress than those who have most recently taken the national tests. Achievement has improved in response to better teaching and appropriate interventions for many pupils.
- Teachers are targeting the most able pupils to reach the highest levels. However, their progress differs across year groups. Able pupils achieve well in Years 3 and 4 and make accelerated progress. In these classes they are given extended work and are challenged to be independent learners. They seek learning opportunities and effectively use self-help skills.
- Overall the support the school provides disadvantaged pupils is good. The work to accelerate their progress has had a positive impact in some classes. However, in Years 5 and 6, where pupils have previously had more poor teaching, pupils' progress is not yet fast enough to ensure they meet the standards they are capable of.
- By the end of Year 6 the rates of progress for disadvantaged pupils is better than that of other pupils in the school. Nevertheless, Year 6 disadvantaged pupils were about two terms behind in reading, writing and mathematics than the levels attained by all pupils nationally in 2014. The school data shows that for pupils currently in the school, an increasing number of disadvantaged pupils are beginning to catch up with their peers.
- Pupils from minority ethnic backgrounds or those who speak English as an additional language achieve well, with most making better progress than other pupils, especially in literacy. This is as a result of their very positive attitudes to learning and the appropriate support they receive.
- Due to the recent improvements in the teaching of reading pupils of different ages enjoy reading and talking about the books they have read. Younger pupils can use their understanding of phonics (letters and the sounds they make) well to break down words they do not know in order to read them.

### The early years provision

### requires improvement

- Leadership and management of the early years requires improvement because teaching and systems to monitor teaching, are not yet good enough to ensure that all children gain from consistently high quality teaching and so make rapid progress in developing their skills.
- Teachers do not always have high enough expectations of what children can achieve. Therefore, activities are not always sufficiently challenging to develop children's communication and language skills. The early years team is working closely with an external consultant to improve learning outcomes for children.
- Staff work closely together to plan activities which interest children. These activities allow the children to learn from tasks they choose themselves and that are linked to the teacher-led group work. Opportunities are sometimes missed to use activities to extend and deepen children's learning and knowledge. The potential of the outdoor area to promote children's learning has not been maximised.
- The behaviour of the children is good because they have good relationships with adults. Staff are positive role models and ensure that children have a good grasp of classroom routines and organisation. Most children share resources well.
- Staff are available to parents every morning. Parent questionnaires are positive about outcomes and the provision made for pupils. Learning journals provide a useful tool for parents to share in the learning of their children. The children in the early years are kept safe and looked after well.
- By the end of the Reception Year, most children's skills and knowledge are close to what is expected for their age and they are suitably prepared for Year 1.

## 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

<b>Unique reference number</b>	115245
<b>Local authority</b>	Essex
<b>Inspection number</b>	441997

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Neville
<b>Headteacher</b>	Suzanne Ryan
<b>Date of previous school inspection</b>	12 February 2013
<b>Telephone number</b>	01279 421495
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