

Catherine Wayte Primary School

Elstree Way, Abbey Meads, Swindon, Wiltshire, SN25 4TA

Inspection dates 17–18 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The new headteacher has rapidly built on the developments already in place when she started. In particular, she has ensured that the quality of teaching and, consequently, pupils' achievement have continued to improve strongly.
- Checks on the quality of teaching are exceedingly rigorous and teachers receive outstanding support to improve their practice.
- The headteacher is supported extremely well by other leaders and managers and all staff. Staff say such things as, 'We work as an effective team, striving for the best.'
- Governors also provide exceptionally strong support. They are very aware of how good teaching and pupils' achievement are. They are fully involved in the decision-making process, for instance, ensuring that appropriate systems are in place for rewarding good teaching.
- Pupils are exceptionally caring and considerate. There are excellent relationships at all levels and pupils are very polite and welcoming to visitors. The school's systems for keeping pupils safe are extremely rigorous. Both they and their parents say that pupils feel safe.
- Pupils are enthusiastic learners. They concentrate extremely well in lessons and thoroughly enjoy challenging tasks. They maintain their efforts throughout all aspects of their learning very well.
- Teachers plan engaging and interesting lessons, which pupils enjoy. A more-than-average proportion of pupils reach the higher levels in the assessments in Year 2 and Year 6 due to good levels of challenge included in lessons.
- Skilled teaching assistants provide valuable support for pupils' learning. This is particularly the case for pupils with special educational needs who are enabled to make good progress.
- Pupils make good progress in all year groups, and their rate of progress is improving. Pupils make particularly good progress in reading. Due to initiatives put in place by the school's leaders, achievement in mathematics has improved significantly.
- Children in the Reception classes also make good progress, particularly when they are working with adults. This is because adults are skilled at recognising the individual children's next learning needs, and helping the children to achieve them.

It is not yet an outstanding school because:

- Teachers do not always check on how well pupils are doing during lessons. On these occasions they do not adapt their plans to ensure that pupils are given work that extends their learning and enables them to make better progress.
- In the early years classes, the activities available for children to choose for themselves do not always have a clear focus on improving the children's learning.

Information about this inspection

- The inspectors visited 30 lessons, two of which were attended jointly with the headteacher.
- Inspectors held meetings with leaders and managers, members of staff, pupils, the Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspectors met informally with parents at the beginning and end of the school day and analysed the results of the 68 responses to Parent View, Ofsted’s online survey.
- The inspectors observed the school’s work and looked at its self-evaluation, development planning, and policies and procedures, including those relating to pupils’ safety.
- The inspectors evaluated the school’s information on the progress that pupils are making, and scrutinised the work in their books.

Inspection team

John Eadie, Lead inspector	Additional Inspector
Linda Rowley	Additional Inspector
Olson Davis	Additional Inspector

Full report

Information about this school

- Catherine Wayte Primary School is much larger than the average-size primary school. There are 14 classes, two for each year group. All the children in the early years attend full time.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after) is below average. Fewer than five pupils were eligible for free school meals in Year 6 last year. There are currently no looked after children in the school.
- Roughly four out of five pupils are from White British backgrounds. The remainder are from a wide variety of minority ethnic groups, about one in three of whom speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club.
- The school provides accommodation for an after-school club, but this is managed independently and inspected separately.
- The headteacher took up her post in January 2015, having previously been deputy headteacher at the school.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by ensuring that teachers consistently adapt their plans in lessons on the basis of their assessment of how effectively pupils are learning.
- Improve provision in the early years by ensuring that activities that children can choose for themselves have a clear focus on extending children's learning.

Inspection judgements

The leadership and management are outstanding

- The school's vision statement, 'Many working as one, striving for the best' is central to all aspects of the school. The headteacher has established an exceptionally strong teamwork ethic among all the staff, typified in the comment of one member that 'the team approach is very effective'. The pupils are very aware of this ethos and share in the desire to strive for the best. They value the fact that they are all treated as individuals.
- The new headteacher has very quickly stamped her own mark on developments and is fully supported by staff and governors. A strong senior leadership team shares the vision of the headteacher very well and they take a key role in aiding development. This is also the case for middle leaders, who carry out their responsibilities extremely effectively, for instance, providing excellent pastoral support and guidance for pupils. This is a key area for the school, reflected in the achievement of an externally validated 'Young Carers' award.
- Very strong leadership has been responsible for the rapid improvement in the quality of teaching. It is checked very rigorously and very high levels of support have been set in place. There are also good opportunities for teachers to share expertise and observe good practice.
- The importance of the individual is very evident in the excellent way that equality of opportunity is promoted. Discrimination of any sort is not tolerated. Pupils respond to this particularly well, resulting in an exceptionally harmonious learning environment where relationships at all levels are outstanding.
- Pupil premium funding is used very effectively. The specific needs of disadvantaged pupils are carefully analysed, and very focused help is provided to enable them to make as much progress as possible and to take part in all school activities. A good example of this is the homework club run on two evenings of the week, where pupils benefit from additional support provided by teaching assistants to help them complete their work.
- The extra funding for primary sport and physical education is also used very effectively. Pupils appreciate the wide range of further opportunities available, such as girls' football and mixed tag rugby. They also appreciate the new 'running track' which many were seen using during a break, and the additional opportunities this provides for improving their health.
- The school provides an interesting and engaging curriculum, enhanced by many visits and visitors and a wide range of extra-curricular activities. These include, for example, three choirs, one of which meets each term. They cover all age groups, all of which have opportunities to perform with other schools. Exceptionally strong provision is made, both within the curriculum and ingrained through the school's values, for pupils' spiritual, moral, social and cultural development. This ensures that they are exceedingly well prepared for the next stage of their education and for life in modern Britain.
- The school's procedures for safeguarding pupils are exceptionally rigorous. They meet statutory requirements, and procedures to ensure transparent and safe recruitment are very robust. Staff training is regular and thorough, and induction procedures for new staff, students and visitors are comprehensive.
- The breakfast club is popular and is run very well by school staff. Their systems for keeping pupils safe are just as rigorous as the whole-school systems.
- The local authority regards this as a school which only requires light-touch support, but has provided support and training when requested, for example, to help the school analyse some weaknesses in the progress of children in the early years.

■ The governance of the school:

- Governors provide extremely effective support for leaders. They have excellent knowledge of the quality of teaching and how well pupils are achieving. This is due to the high-quality information provided by leaders and from their own first-hand knowledge. This knowledge ensures that they know the questions to ask in order to challenge leaders, which they do very effectively. Governors have carried out an audit of their own skills to ensure that these are being used to full effect to aid leaders and managers. They play their full role in verifying that teachers' performance is being properly checked, and make very sound and reasoned decisions on rewarding good teaching when merited. They ensure that the school's finances are properly managed, for example, by keeping a careful check on how the extra funding for disadvantaged pupils is being spent and its effectiveness. They ensure that all statutory requirements are met, particularly those regarding safeguarding and safe recruitment.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. This was confirmed in discussions with pupils, by all staff and parents spoken to during the inspection, and by almost all parents who responded to the online questionnaire. Pupils are extremely caring and polite. They have high levels of respect for each other, for all the adults and for their surroundings. They are very proud of the school and its facilities. This results in a congenial and happy learning environment where all can succeed.
- Pupils warmly welcome visitors and very proudly show them their school and their achievements. Pupils are developing exceptionally well into responsible and considerate young people who have a very keen awareness of their place in society. The school's records show that behavioural incidents are few and far between, that they are invariably minor in nature and they are dealt with very effectively. Pupils take on high levels of responsibility for modifying their own behaviour and that of other pupils.
- Pupils' attitudes to their learning are exemplary and make a significant contribution to the progress that they make. They almost always work exceptionally keenly, particularly in the classes for the older pupils. A particular strength is the way in which pupils work together in pairs or small groups. Even when working with pupils that they have not worked with before, they value the views of others and listen very respectfully. Pupils are developing extremely well into inquiring and interested learners, well prepared for the next stage in their education and for life in modern Britain.
- Attendance has been consistently well above average for some years and there are only very rare instances of poor punctuality. A particular strength is the way that pupils quickly settle to work and move between lessons sensibly and promptly.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe in school. All parents and carers spoken to during the inspection agreed with this, as did the vast majority of those who responded to the online questionnaire. Pupils are keenly aware of the need for safety, for example, by leading road safety initiatives to heighten awareness in the community.
- The very few incidences of bullying are dealt with very effectively by the school. Pupils say that bullying is rare and very minor. They appreciate the fact that there is always an adult to whom they can turn for assistance if they are experiencing problems. Pupils have an excellent understanding of different types of bullying, including cyber bullying and the use of inappropriate racist or homophobic language.
- As well as teaching about e-safety for pupils, information sessions have been provided for parents to ensure that they are aware of the dangers inherent in using the internet, both for themselves and their children.

The quality of teaching is good

- The quality of teaching is improving rapidly and this is resulting in pupils' achievement also improving rapidly. Teachers have high expectations both of pupils' performance and their behaviour.
- Teachers are very good at using assessment over time to establish whether any pupils are likely to fall behind. Very effective initiatives are then put in place to help them to catch up.
- There are occasions in lessons when teachers do not keep a close enough check on how much pupils have learnt. For example, on some occasions where it is clear that many pupils have clearly understood what was being taught quite early in the lesson, they are not given the opportunity to extend their learning. They therefore miss the opportunity to gain understanding more quickly by doing more advanced or additional work in order to make faster progress.
- Teaching assistants are skilled and support pupils' learning very well. They are particularly effective when helping those who are struggling with their understanding. On occasions, it was clear that teachers did not make sure that pupils working with teaching assistants were making the progress of which they were capable.
- Teachers' marking is effective, particularly for the older pupils. Pupils say that they appreciate how the marking helps them know what they need to do to improve.
- The teaching of literacy, reading and numeracy is rigorous. This is shown in the well-above-average attainment in the annual formal assessments carried out in both Year 2 and Year 6.
- Teachers are keen to improve their practice, and the strong collaboration with other local schools is proving effective in allowing them to see best practice and benefit from sharing their expertise.

The achievement of pupils

is good

- Pupils' achievement is improving rapidly although it is not yet consistently outstanding. For example, the progress they are making is now outstanding in reading, though not in writing or mathematics.
- There is a remarkable consistency in the progress that is being made by different groups. For instance, boys and girls make very similar rates of progress. One of the reasons for this is that boys' progress in writing has improved due to appropriately designed initiatives put in place by the school's leaders.
- There were too few disadvantaged pupils in Year 6 last year to comment on their performance compared to other pupils, either nationally or in the school. However, the gap between the attainment of disadvantaged pupils and that of their classmates has closed in each of the last three years. Information provided by the school shows that there is currently little difference between their attainment and that of other pupils in all year groups. They are all making good progress.
- The most able pupils do well. The proportion of pupils who gained the higher Level 3 in the assessments in Year 2 last year was above average in reading, writing and mathematics. The proportion of pupils who gained at least the higher Level 5 in the national assessments in Year 6 last year was comfortably above average in reading, mathematics and in English grammar, punctuation and spelling. A good number also reached the highest Level 6.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified accurately, and very well-focused plans are prepared to assist their learning.
- Pupils from minority ethnic groups make at least as good progress as their classmates. Those who do not speak English as their first language are supported well and quickly enabled to take a full part in lessons and make good progress.
- Performance in the national phonics (linking letters to the sounds they make) check in Year 1 in 2014 dipped below average, having been above average the previous year. Leaders quickly analysed the problem and put in place initiatives to address it. The result is that pupils are making much better progress this year.
- Attainment in the assessments in Year 2 has been significantly above average in each of the last four years. Attainment in the national assessments in Year 6 shows a noteworthy rising trend over the last four years and was significantly above average overall and in reading, writing, mathematics and English grammar, punctuation and spelling in 2014.
- Pupils have good technical skills in reading, building on their good phonics knowledge. Older pupils read widely and for enjoyment. They are developing well into confident readers.

The early years provision

is good

- Children's starting points when they join the school are generally typical for their age. However, although children joined with lower starting points in 2013, the vast majority made better than expected progress. Last year's big disparity between the performance of boys and girls is closing and the gap has now become much smaller.
- The early years is led well. The leader's initiatives are the reason for the closing of the gap between boys and girls.
- Strong collaboration with local schools is used well to develop provision. For example, the leader is involved in a Research and Innovation Group, funded by the Swindon Teaching School, to broaden expertise through developing and sharing best practice. This initiative has contributed to the early years leader making good improvements to the provision's assessment procedures.
- The quality of teaching is good in the early years. Activities led by adults are planned well, and children make particularly good progress when they are in one of those groups provided with a specific focus. However, children do not make such good progress in their learning when they are choosing activities for themselves. This is because these activities are insufficiently focused on extending the children's learning and do not, for example, maintain children's interest.
- Children quickly learn the expectations of behaviour and how to work well together and share. Behaviour is good. Systems for keeping them safe are extremely thorough and the environment is very safe and secure.

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	132023
Local authority	Swindon
Inspection number	453216

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	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	The governing body
Chair	David Cassidy
Headteacher	Emma Brown
Date of previous school inspection	21–22 September 2010
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