

Catcliffe Primary School and The Meadows Children's Centre

Rotherham Road, Catcliffe, Rotherham, South Yorkshire, S60 5SW

Inspection dates

30 June–1 July 2015

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | 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 | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- This is a thriving, caring and improving school. There is a clear focus on helping every pupil become a confident and successful learner.
- Highly-skilled and inspirational leadership by the executive headteacher, very ably supported by the Key Stage 1 leader and governors have led to improvements in teaching and pupils' achievement. A culture of high expectations and positive teamwork has been established.
- Governors provide rigorous challenge and support. They fully support the passion and drive of the senior leaders and are committed to continuous improvement.
- All groups of pupils in all key stages make at least good progress from their starting points. Standards across the school in reading, writing and mathematics are rising, especially by the end of Year 2 and Year 6.
- Teaching is at least good and is improving. Staff relish the challenge to make their teaching practice the best it can be. Morale is high because staff feel valued, appreciated and supported.
- Pupils' highly positive and trusting relationships with staff boost their self-esteem and confidence well.
- Pupils' behaviour is good and sometimes outstanding. Pupils show a pride in their school, enjoy learning and feel safe. Their enthusiasm for learning is reflected in their good punctuality and average and improving attendance.
- A creative and stimulating range of learning experiences promote pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of British values. They are well prepared for life in modern Britain.
- Strong and positive relationships exist with parents, external agencies and partners.
- Provision in the early years is good. Children achieve well and sometimes outstandingly so from their different starting points. This is due to at least good teaching, effective support and strong leadership.

It is not yet an outstanding school because

- Work does not always challenge the different abilities of pupils, particularly the most able.
- Teachers' marking does not always reflect the school's marking policy. Not all pupils are clear how to improve their work.
- Staff in the early years do not always make the very best use of information gathered about children's learning in class or at home. This results in occasions when children are not fully challenged.

Information about this inspection

- Inspectors observed the learning of pupils in all classes across school and listened to some pupils read.
- The inspectors looked very closely at pupils’ work in lessons, in a wide range of books and on display around school. Inspectors checked records of the progress of pupils, their behaviour and attendance.
- Inspectors spoke often to pupils during the inspection and met with groups of pupils to discuss their views of school.
- Discussions were held with the headteacher, the leader of Key Stage 1 and other middle leaders. Inspectors met with governors, including the Chair of the Governing Body and a representative of the local authority.
- Inspectors reviewed a range of school documentation, including the school’s own view of its performance, plans for improvement and policies and procedures.
- Inspectors also checked closely on the work of governors and a range of documents, including those relating to safeguarding.
- Inspectors considered the views of parents through checking the 14 responses to the online Parent View survey and the responses to the school’s own survey of parental opinion. Inspectors also spoke to a range of parents dropping their children off at school.
- The inspectors took account of the views of staff expressed in the 16 responses to the voluntary inspection questionnaire.

Inspection team

| | |
|-------------------------------|----------------------|
| Chris Maloney, Lead inspector | Additional Inspector |
| Sheila Loughlin | Additional Inspector |

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- There have been significant changes in staff since the last inspection, including a new headteacher. The executive headteacher was appointed in September 2013. The Key Stage 1 Phase Leader has been appointed Head of School from September 2015.
- There have been changes in the membership of the governing body since the last inspection, including the Chair of the Governing Body.
- The vast majority of pupils are of White British heritage. A small proportion of pupils are from other ethnic backgrounds and cultural traditions, or speak English as an additional language
- The proportion of disabled pupils or those with special educational needs is above the national average.
- The proportion of disadvantaged pupils, those eligible for support through pupil premium funding, is above the national average. This additional government funding is provided for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Children attend nursery part time and the Reception class on a full-time basis.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' achievement in English and mathematics by the end of Year 6.
- The school shares its site with 'The Meadows Community Pre-School'. This is subject to separate inspection. Reports for these settings may be viewed at www.gov.uk/ofsted.
- The school is part of a federation of schools, which includes High Greave Infant School and High Greave Junior School. The executive headteacher holds this position for the three schools in the federation.

What does the school need to do to improve further?

- Improve the quality of teaching further in order to secure outstanding achievement, by ensuring that teachers:
 - always plan tasks that are challenging to all abilities, particularly the most able
 - consistently implement the school's own marking policy so that pupils are always clear how to improve their work.
- Ensure that staff in the early years make the best use of all available information about children's learning to set challenging tasks to meet their needs.

Inspection judgements

The leadership and management are good

- The executive headteacher provides highly-skilled, innovative and inspirational leadership. His unwavering drive and determination to succeed has galvanised the school community to work together and aim high. This has led to a change in the culture of the school, and a raising of expectations and shared vision for continuous improvement. There is a strong focus on learning and the learner. As a result, the quality of teaching and achievement is improving and standards are now rising.
- The executive headteacher has skilfully managed the significant changes in staff since the last inspection that had hindered pupils' progress. The rejuvenated senior leadership team know how well the school is doing and have taken effective actions leading to improvements in teaching, achievement and in pupils' behaviour and attitudes to learning.
- Staff morale is high because they feel appreciated and supported. They know exactly what is expected of them and work well as team. A typical staff comment was, 'The executive headteacher has driven the school forward. Staff are encouraged to be learners with high expectations.' They regularly discuss research on what makes the most effective teaching and learning, and how staff and pupils can benefit.
- Senior leaders pay close attention to the progress of every pupil in school. Regular meetings are held with teachers to make sure that pupils are making the progress they should. Effective support is given to pupils in danger of underachieving. Leaders ensure that additional funding for disadvantaged pupils is used effectively. Additional teaching assistants provide well-targeted and skilled extra support. As a result, disadvantaged pupils are now progressing as well and sometimes better than others in school.
- The regular checks on teaching made by senior leaders have significantly strengthened teachers' practice. They are fully aware that there are still some weaker aspects to resolve to ensure pupils are challenged to move on. Staff have good opportunities to work in small groups with teachers from other schools in the federation to share practice and help each other improve. Staff also have good opportunities to access training both locally and nationally.
- Middle leaders are effective and share the drive for improvement. They have high expectations and great enthusiasm. These leaders are successful in keeping the focus on continuous improvement and in regularly checking the quality of teaching and learning. They take steps to address areas that need to improve.
- School leaders have effectively reviewed how different subjects are taught. These are often linked together in highly imaginative and creative ways that help engage pupils' interests well. Pupils enjoy a wide range of visits, visitors and residentials.
- Leaders ensure there is no discrimination and that strong relationships are fostered. The curriculum promotes pupils' spiritual, moral, social and cultural development well promotes relationships very well. Differences in culture and traditions are celebrated and appreciated. Staff promote British values well, including tolerance and respect for the rule of law. This helps pupils to accept responsibility for their actions and understand how they can contribute to school and their local area. This prepares pupils well for life in modern Britain.
- The school offers all pupils good quality support and equal access to an exciting and stimulating curriculum. This promotes equal opportunities well.
- Effective use has been made of the additional funding for physical education and sport and staff and staff competence has improved. The recent employment of a specialist physical education teacher is providing pupils have increased opportunities to develop skills and participation in additional clubs and competitive sports. There is clear evidence that pupils' well-being and healthy lifestyles are improving.
- Highly positive links exist with parents. Parents say they feel welcome and say, 'This is a lovely school.'
- The school has benefited greatly from its membership of the federation with High Greave schools. This has led to schools sharing resources and improving their practice to improve the quality of teaching, achievement and leadership and management.
- The school works in positive partnership with the local authority. This has helped with appointments of staff and training opportunities.
- Governors and senior leaders make robust checks to ensure that practice reflects safeguarding policy. These are effective and meet statutory requirements.
- **The governance of the school:**
 - Governors provide rigorous challenge and support to school leaders. Governors are led successfully, visit school regularly and ensure they have the right information to help them hold leaders to account. They

fully share the vision of senior leaders to make the school the best it can be. This has helped successfully tackle the decline in teaching and achievement following the previous inspection. They check on the quality of teaching and the progress of all groups of pupils and know how pupils' achievement compares to local and national performance. Teachers' salary increases are very closely linked to pupils' progress and the quality of teaching. Governors keep a close eye on school finances. They ensure that extra funding for physical education and sports and for disadvantaged pupils has the right impact on pupils.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Punctuality is good and attendance is broadly average and improving. They typically say, 'I am proud to come to this school because everyone cares about you and good things happen.' Their eagerness to learn contributes well to their rapidly improving progress.
- Pupils eagerly told inspectors how much they like the school focus on the 'LEARNER' and the rewards they get as their behaviour and learning improves. They say they are proud to wear their coloured learner wristbands to show how their behaviour and learning is getting better.
- Pupils enjoy meeting daily in mixed-aged groups called 'Tribe Time'. In these sessions, pupils have the opportunity to talk about their feelings, ideas and opinions, such as fair play in tennis. Their enjoyment is summed up in this pupil comment, 'I really like Tribe Time because you get to know people more and talk about new and interesting things that challenge your thinking.'
- Pupils are welcoming, friendly and polite. Pupils' behaviour and attitudes to learning are sometimes outstanding. This is when work captures their interests and challenges their thinking. However, when tasks are too easy or too hard, a very few pupils drift and lose concentration, hindering the progress they make.
- Highly positive relationships with staff help to boost pupils' confidence and self-esteem. Pupils appreciate the wide range of responsibilities on offer and told inspectors about the many clubs they can attend, such as judo, dance and gymnastics and gardening. Pupils relish learning to play musical instruments such as clarinet and keyboard, and being a member of the school band. They also enjoy learning French.
- Pupils enjoy celebrating cultural differences and show an appreciation of people's rights to hold different beliefs. This extends their understanding of British values, such as respect and tolerance. Pupils typically say, 'Everyone has the right to choose their own beliefs because everyone is equal.'

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and secure. They know how to keep themselves and others safe. They have a strong understanding of e-safety. A characteristic comment from pupils was, 'Never share any personal information with someone you don't know.'
- Pupils demonstrate a good understanding of the different forms that bullying, such as cyber-bullying. They say bullying does not happen but are confident staff would effectively deal with any that did.
- Parents are confident their children are kept safe. This is reflected in their discussions with inspectors and the positive response to the online Parent View survey. It is also clear in their response to the school's own recent survey, where 100% of the 96 responses from parents agreed their children feel safe.
- The school has robust systems in place to ensure that pupils are safe and secure. Rigorous vetting procedures are in place to ensure adults who work with pupils are suitable.

The quality of teaching

is good

- Staff know pupils extremely well. They have highly positive and trusting relationships with pupils that encourage them to aim high and try their best. Teachers and teaching assistants have high expectations of pupils' behaviour and promote a calm atmosphere for learning. This contributes strongly to their improving achievement.
- Staff encourage pupils to talk about their ideas, cooperate and identify improvements to their work on their own or with partners. Regular checks are made on how well pupils are learning so work can be adjusted or planned to meet pupils' different learning needs. However, sometimes, tasks are planned that do not closely meet pupils' varying learning needs or challenge their abilities sufficiently well. As a result, some of the most able pupils in particular, do not make the progress they should.
- Some teachers provide pupils with good quality guidance through marking on how to improve their work

and then check how well pupils have responded. However, not all marking consistently reflects the quality and usefulness expected in the school's marking policy, hindering the progress of some pupils.

- Skilled and systematic teaching of reading helps to build the skills pupils need to become confident and successful readers as they move through school. Staff have improved the teaching of phonics (the sounds that letters make) to aid their reading. Teaching assistants are trained effectively and provide regular additional support to any pupil in danger of falling behind.
- Teachers provide pupils with many creative and stimulating opportunities to write. Pupils have many opportunities to talk about their ideas and benefit from re-drafting their work to show improvements.
- Teachers regularly review basic skills to consolidate and strengthen pupils' mathematical abilities. Pupils are often provided with opportunities to apply and extend their skills to solve challenging problems. Pupils are improving their mastery of mathematical concepts due to the opportunities they are given to explain their thinking and how and why they are using particular strategies.

The achievement of pupils

is good

- The unrelenting drive and decisive actions by the executive headteacher has successfully addressed the decline in achievement following the last inspection. As a result, pupils' progress is improving rapidly and standards are rising, particularly so for the current Year 2 and Year 6.
- Inspection evidence and the school's own data show that the progress of all groups of pupils across school is good, and for some pupils outstanding, from their individual starting points. The progress of current pupils is rapidly improving. This is a much stronger picture than last year where there was some variability in performance because of some staffing instability.
- The proportions of pupils exceeding the progress expected of them is increasing rapidly. Much higher proportions of pupils are now working at the higher levels in reading and mathematics and in writing.
- The focus throughout the school on improving the teaching of writing has been successful. The creation of more opportunities for pupils to talk about their ideas and re-draft their work has improved the quality of writing. Their accuracy in spelling and punctuation and choice of vocabulary is improving sharply.
- The systematic teaching of reading throughout the school and skilled additional support to those who need it is improving achievement in reading. In 2014, a below average proportion of Year 1 pupils achieved the expected standard in the Year 1 national screening check on phonics. This year there has been significant improvement with an above average proportion achieving that standard. This reflects pupils' increasing understanding of the sounds that letters make. Pupils continue to make good progress and develop their love of reading as they move through the school.
- Pupils have increasing confidence in their basic skills and mastery of mathematical concepts. This is due to regular and rigorous revision. Pupils relish opportunities to talk about how they are solving challenging problems. They enjoy mathematics because teachers make learning fun.
- Most teachers make sure the most able pupils are given more demanding work as soon as they are ready. This challenges these pupils' thinking and deepens their understanding. As a result, the overall progress of the most able pupils is good, despite at times some lack of challenge.
- Pupils of all ages particularly enjoy using information and communication technology resources. They use mini computers very effectively to support their work.
- Pupils from minority ethnic groups, including those who speak English as an additional language make good progress from their starting points. Disabled pupils and those with special educational needs, make good and sometimes outstanding progress. This is due to regular checks and the highly skilled additional support they receive that ensures their needs are fully met.
- In 2014, the attainment of disadvantaged pupils in Year 6 was four terms behind other pupils in the school in reading, three terms behind in writing and five terms behind in mathematics. Compared to other pupils nationally, pupils were six terms behind in reading, four terms behind in writing and five terms behind in mathematics. The progress of disadvantaged pupils was faster than other pupils nationally in reading, but slower in writing and mathematics. However, inspection evidence shows that the gaps in attainment between current disadvantaged pupils and others in school are narrowing rapidly. They are now achieving as well and sometimes better than others in class.

The early years provision

is good

- Most children usually start nursery with skills below those typical for their age. They show particular

weaknesses in their communication and language, and personal and social development. However, all groups of children, including the most able and those with special educational needs, make at least good and sometimes outstanding progress from their particular starting points.

- The proportion of children achieving a good level of development by the end of the Reception Year has been increasing over time. In 2014, it was above the national average. Most children in the Reception class this year are currently on track to reach a good level of development. This is ensuring children are increasingly well prepared for Year 1.
- Children settle quickly due to the highly nurturing environment and strong links with parents and pre-school settings. Children requiring extra help are quickly given the support they need. Consistently good teaching ensures children experience stimulating learning opportunities, such as a 'Pirate' themed day. Children showed great excitement in climbing aboard the pirate ship and using the telescope. 'I've told him to scrub the floor. I've ticked it because he's done it', said one child acting as the captain.
- Children enjoy a good mixture of learning opportunities led by adults or chosen by themselves. The progress of every child is regularly monitored. However, some staff do not always make the most effective use of what they know about children's learning in school and at home. This results in some tasks not extending children's learning.
- The indoor and outdoor areas support children's learning well. Children eagerly follow their interests, such as identifying mini beasts or exploring the sea creatures and the coral reef around their treasure islands.
- Children are eager to learn and behave well. They respond very positively to the encouragement and instructions of adults. Children have a good understanding of how to stay safe.
- Children's reading and writing skills are promoted effectively. Children write their names and enthusiastically write sentences about their adventures on 'treasure island', demonstrating improving accuracy in spelling.
- Skilled teaching of the sounds individual and combinations of letters make helps children to make good progress in their reading. They accurately identify these in words and sentences they read or write.
- Children's mathematical skills are promoted successfully. Staff regularly reinforce number work and children enjoy using these skills to solve problems.
- The quality of leadership and management in the early years is good and staff share the vision for continuous improvement. The leader knows what is working well and what needs to improve further.
- Robust risk assessments help keep children safe. Regular and rigorous checks by governors and staff ensure that safeguarding effectively meets 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 | 106915 |
| Local authority | Rotherham |
| Inspection number | 456099 |

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 | 190 |
| Appropriate authority | The governing body |
| Chair | Jodie Taylor |
| Headteacher | Matt Freeston |
| Date of previous school inspection | 20 June 2012 |
| Telephone number | 01709 828598 |
| Email address | catcliffe.junior-infant@rotherham.gov.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

