

Catcliffe Primary School

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

Inspection dates

2–3 April 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- The trust, the local governing body and senior leaders did not act quickly or effectively enough to overcome persistently low attainment and weak progress in reading and mathematics by pupils at the end of key stage 2.
- The quality of monitoring, evaluation and staff development has not been effective enough to ensure that the quality of teaching, learning and assessment is consistently good across all year groups.
- The subject leadership in mathematics and the teaching of reasoning in mathematics have not been effective enough. Reasoning has been a weaker aspect of pupils' learning and attainment in mathematics at the end of key stage 2.
- The most able pupils do not always have enough challenge, especially in mathematics. In the last two years, few pupils reached the higher standard in mathematics at the end of key stage 2.
- Pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils have not made good enough progress in reading and mathematics.
- The local governing body has not questioned and challenged leaders effectively about school performance.
- Pupils do not have a good enough understanding of cultural, religious and social diversity in modern Britain.

The school has the following strengths

- The curriculum for subjects other than English and mathematics is well planned and focuses clearly on the development of subject skills and knowledge.
- The use of information technology enriches the curriculum and promotes good engagement by parents and carers in their children's learning.
- Pupils' behaviour and personal development are good. Pupils are keen to learn.
- The early years is good because outcomes have increased to above the national average. The quality of transition on entry and the engagement with parents are strong.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment and pupils' outcomes, especially at key stage 2, by:
 - developing pupils' skills in mathematical reasoning
 - providing more opportunities for pupils to apply their mathematical knowledge and skills in different contexts
 - providing more challenge for the most able, especially in mathematics
 - increase compliance with the school policy on feedback, so pupils consistently know precisely what to do to improve, including in their knowledge and understanding of English grammar, punctuation and spelling
 - in the early years, improve the skills of adults in developing children's knowledge and subject language through verbal interaction during play.
- Improve the effectiveness of leadership and management by ensuring that:
 - sharp monitoring and evaluation and targeted staff development result in consistently good or better teaching, learning and assessment in all year groups
 - leaders of the mathematics curriculum fully develop the necessary knowledge, skills and understanding in mathematics
 - leaders' monitoring and evaluation demonstrate the impact of actions over time on the sustained progress of disadvantaged pupils and of pupils with SEND
 - pupils have good opportunities to develop their knowledge and understanding of cultural, religious and social diversity in modern Britain
 - the local governing body reviews its practice and improves the challenge to school leaders.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- School leaders, the local governing body and the trust did not act quickly and effectively enough to overcome persistent low attainment and below-average progress in reading and mathematics at key stage 2. They have acted effectively to improve the use of assessment to identify gaps in pupils' knowledge in mathematics and to improve the curriculum for reading. It is too early to see the impact on outcomes at the end of key stage 2.
- Leaders have been slow to adapt the mathematics curriculum to meet the demands of the national curriculum tests. Pupils have not developed good skills in reasoning, which has been a weakness in attainment at the end of key stage 2.
- Training and staff development have not had enough or rapid enough impact on pupils' outcomes. Teaching is not consistently strong across the school.
- The monitoring and evaluation of teaching, learning and pupil progress did not lead to sharply focused plans and rapid action to improve pupils' subject skills, knowledge and understanding in mathematics, reading, English grammar, punctuation and spelling. Leaders have made appropriate changes to the curriculum, but the impact has not been demonstrated in good outcomes at the end of key stages 1 and 2. However, there is evidence of improvement at both key stages.
- To improve the accuracy of assessment, leaders have introduced a new system that uses external tests. Leaders are using the information from these tests, alongside teacher assessment, to identify the weaker aspects of subject learning. This sharper focus is enabling teachers to adapt the curriculum and teaching to meet pupils needs more accurately. This is having a positive impact on pupils' learning and progress.
- The curriculum for subjects other than English and mathematics is well organised, with an accurate focus on subject-specific skills. The half-termly subject projects include well-designed and imaginative activities that engage pupils. Leaders make good use of information technology for pupils to present their learning and to share it with parents. Staff are also making effective use of information technology to promote reading and to improve pupils' knowledge of grammar.
- The school's use of information technology is effective in engaging parents and in involving them as partners in their children's learning. Parents who responded to the Ofsted questionnaire were positive about the school and would recommend it to other parents. In their written comments, they particularly praised the online communication of information about their children's learning.
- A recently appointed leader is managing the use of pupil premium funding effectively, with accurately targeted interventions for identified pupils. Evaluations are beginning to show that this initiative is having a positive impact on disadvantaged pupils' academic progress. It is too early to show the impact over the longer term. The new breakfast initiative has had an immediate and positive impact on disadvantaged pupils' attendance and punctuality. The breakfast and after-school clubs provide appropriate childcare and activities before and after school.
- The primary school physical education (PE) and sports funding is used effectively to

deploy a specialist teacher of PE to develop staff knowledge and skills and to provide a wider range of sporting activities for pupils. During the inspection, a group were enjoying an after-school judo session.

- The relatively recently appointed leader of the provision for pupils with SEND has developed the procedures for planning and reviewing support for pupils with SEND. She has improved the system for checking the academic progress and personal development of pupils with SEND. She has audited the needs of staff to better meet the range of pupils' special needs and has started to provide staff training. It is too early to see the impact on the progress of pupils with SEND.
- The school ethos promotes pupils' spiritual, moral and social development well. Opportunities for pupils to develop their knowledge and understanding of cultural, religious and social diversity in modern Britain are limited.

Governance of the school

- The trust did not act rapidly and effectively to improve outcomes at the end of key stage 2. It has not acted decisively enough to develop the curriculum in mathematics to overcome the weakness in pupils' reasoning, including that of the most able. Monitoring and evaluation have not been sharp enough, and trust support for staff development has not focused quickly enough on weaker aspects of teaching and learning. The trust's commitment to information technology has promoted engagement with parents well and is enriching pupils' learning. Links with other trust schools have contributed to the development of the curriculum.
- Governors on the local governing body do not have a clear enough understanding of the strengths and weakness in school performance. The minutes of its meeting to review the school's performance in 2018 do not show that governors questioned or challenged leaders about performance in mathematics. Governors know how pupil premium and sports funding are used but are not clear about the impact. The local governing body has limited knowledge about how other local governing bodies operate within the trust and how it might draw on their experience and expertise.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has an effective culture of safeguarding. Staff have been trained appropriately and have received up-to-date advice on safeguarding issues. They know how to communicate any concerns promptly to staff responsible for safeguarding, in person and through the school system for logging concerns. Leaders check the safety of the online systems used by the school. Appropriate risk assessments have been carried out. Leaders have established effective procedures for investigating concerns and following up issues. Leaders are tenacious in their work with external agencies and ensure that appropriate actions take place to support and safeguard pupils and their families.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently strong across the school.
- Pupils are not making enough progress in mathematics, because teachers do not give pupils, including the most able, enough opportunities to develop their reasoning and to develop deeper-level thinking. As a result, few pupils have reached the higher standard at the end of key stage 2.
- Pupils, especially the most able, do not have frequent enough opportunities to apply their mathematical knowledge to different problems independently, without the support of teacher guidance. In parents' written responses a few said that the most able did not always receive enough challenge. In inspectors' discussions with pupils, most-able pupils said they did not receive enough challenge in mathematics.
- Teachers do not consistently give feedback in line with the school policy. Some give precise and clear subject guidance. Other feedback is more general and less helpful about what pupils should do to improve, including on English grammar, punctuation and spelling.
- Teaching is not always skilful and flexible enough in responding to pupils' needs by building on their verbal responses to give an explanation. As a result, pupils occasionally remain stuck and make limited progress in their understanding. On occasion, pupils finish a task and spend too long waiting for guidance from the teacher on what to do next.
- On occasion, at key stage 1, teachers give early readers who have weaker phonic knowledge books with too many words that they cannot decode. This limits opportunities for weaker readers to practise skills and develop their confidence and enjoyment in reading.
- Teaching makes effective use of information technology to engage pupils in learning and to identify and respond to pupils' misconceptions during a lesson, for example about when to use 'was' or 'were'.
- Teaching is making increased use of regular external tests, alongside teacher assessment, to identify gaps in pupils' subject knowledge and understanding. As a result, teachers are adapting planning to meet these needs and pupils' progress is improving.
- In most cases, teachers use their good subject knowledge and good relationships with pupils effectively. For example, pupils benefit from well-planned writing lessons. Pupils receive precise guidance on the steps to take to meet the writing objectives. They follow a methodical approach to improving aspects of their writing. Pupils enjoy having choice about what to write about. Individuals and groups receive effective support and guidance for their writing from teachers and support staff.
- Improved teaching of reading focuses systematically on improving pupils' vocabulary and comprehension. More challenging class texts have raised expectations of what pupils should read. At the end of key stage 1, outcomes in reading increased in 2018 but remained below the national average. It is too early to see the impact on reading at the end of key stage 2, although recent school information indicates that pupils are making improved progress.
- Staff give effective teaching support for pupils with education, health and care plans through well-planned activities that meet their identified needs. The teaching of pupils

with SEND who receive support is not as well developed.

- Teaching gives pupils well-planned opportunities to develop subject knowledge and skills in subjects other than English and mathematics. In art, pupils were making different textures with paint and learning the subject terminology, for example 'stipple' and 'cross-hatch'. Online samples of work in history and science showed pupils giving good explanations of the use of armour in medieval battles and of scientific experiments.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to learn and are developing their self-confidence as learners through a wide range of learning activities across the curriculum. 'Tribe time' enables pupils of different ages to form relationships and develop their confidence and responsibility for others.
- Parents engage well with their children's learning through the frequent online communication showing the varied range of pupils' work in different subjects. This promotes parents' understanding of and support for the learning pupils do at school.
- Pupils feel safe and secure on the school site. They have learned about how to stay safe online. Pupils know to block strangers if they contact them on the internet. Staff have explained the risks of child sexual exploitation. Pupils are aware of the dangers of going on to local building sites.
- Bullying is rare. Pupils are confident that adults will deal with any incidents of unkindness or name-calling.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct around the school is good. They play cooperatively at break and lunchtimes and enjoy using the play equipment provided.
- In lessons, pupils listen well and respond promptly to teachers' instructions and requests. Their positive attitudes contribute well to their learning.
- The school environment is calm and purposeful. Pupils behave responsibly across the three school buildings that they are based in.
- Attendance and persistent absence were average in 2018. Staff work closely with families and actively promote good attendance.
- The recently introduced breakfast for all pupils has proved popular and promotes pupils' readiness to learn. Since it started, attendance and punctuality have increased overall, especially those of disadvantaged pupils.

Outcomes for pupils

Requires improvement

- At key stage 2, the three-year average reading and mathematics attainment scores have been significantly below average and in the bottom 10% nationally.
- In 2018, the progress Year 6 pupils made in reading in the end-of-key-stage tests was in the bottom 20% nationally. Weaknesses in the provision for reading have been tackled, and current pupils are making improved progress.
- The overall progress pupils have made in mathematics has improved over the last three years from well below average to broadly average. However, the progress in mathematics made by low-, middle- and high-ability pupils in Year 6 has remained below the national averages for these ability groups. Pupils have not developed good skills in mathematical reasoning.
- At the end of Year 6, attainment in English grammar, punctuation and spelling has been below average.
- The proportion of pupils with SEND who receive support has formed an above-average proportion of the Year 6 cohort in each of the last three years. This has contributed to low attainment. Pupils with SEND made weak progress in reading and mathematics because of weaknesses in the support for them. Current leaders have put appropriate provision in place, but it is too early to demonstrate impact.
- At key stage 2, the progress made by disadvantaged Year 6 pupils in reading has been consistently below the national average for disadvantaged pupils and well below others nationally. Leaders have adopted a targeted approach to support the academic progress of disadvantaged pupils, which has begun to have a positive impact.
- In 2018, at key stage 1, the proportion attaining the expected standard was below the national average in reading and writing and just above average in mathematics. The proportion that attained a greater depth was average in writing and above average in reading and mathematics.
- In phonics, in 2018, the proportion of Year 1 pupils that reached the required standard was below the national average.
- Leaders' internal school assessments suggest that most current pupils across the year groups are at age-related expectations or above in reading, writing and mathematics. The school has introduced the use of external tests alongside teacher assessment to increase the accuracy of assessment, to provide objective measures of standards and to identify gaps in pupils' learning. Leaders' recent analysis indicates that pupils have made improved progress during this school year. Samples of current pupils' work in their books confirm this improving picture. It is too early to see the impact on end-of-key-stage outcomes.

Early years provision

Good

- The proportion of children reaching a good level of development at the end of the early years has increased year on year and was above the national average in 2018. The school expects a further increase this year. There are too few disadvantaged children in the early years to comment on their development. The great majority of children are well prepared to start Year 1.
- Staff liaise well with other providers who send children to Nursery and Reception. In their written comments, parents praised the quality of the induction programme for

children entering the early years. Parents meet with staff, attend stay-and-play sessions, have a school lunch and take part in a teddy bear picnic. These activities help to get children off to a good start on entry to the early years.

- The early years leader has good knowledge of the early years curriculum and the early years staff work well as a team. This contributes well to the good quality of teaching and assessment.
- Children get involved in a broad range of development activities. Children choose activities and select resources independently. They have a positive attitude, behave well and maintain their focus in their activity.
- Adults promote verbal interaction and regularly use this to extend children's knowledge and understanding during play. On occasion, adults in Nursery miss opportunities to extend children's subject-specific vocabulary.
- Staff use assessment effectively to identify children's needs, plan next steps and record development.
- Parents receive frequent information about how their children are developing in the early years through online records of their activity. Many parents respond online and contribute evidence of their child's development at home.
- Leaders use information from the observation of staff and children to plan staff development activities and improve teaching. This has contributed to the improved outcomes.
- The early years meets safeguarding and welfare requirements.

School details

Unique reference number	142978
Local authority	Rotherham
Inspection number	10087617

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	Board of trustees
Chair	John Rutherford
Headteacher	Jessica Singh
Telephone number	01709 828 598
Website	https://www.learnerstrust.org/cps
Email address	catcliffe@rotherham.school
Date of previous inspection	Not previously inspected

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils supported by the pupil premium is average, although it was above average in previous years.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils with SEND who receive support is average. The proportion of pupils who have an education, health and care plan is above average.
- The school offers part-time Nursery places for mornings or afternoons.
- The school provides a breakfast and after-school club.
- The school became a member of the Learners' Trust in 2016. The board of trustees has a chief executive officer (CEO) who leads the trust. The CEO is the former executive headteacher of the school and the trust's school improvement partner. The trust board is the responsible body for strategic and business planning, budget monitoring,

performance management, standards and quality management. The local governing body is responsible for the running of the academy.

Information about this inspection

- Inspectors observed teaching and learning in all classes and carried out some observations jointly with senior leaders.
- Inspectors looked at pupils' work in lessons and reviewed samples of pupils' work in books with school leaders.
- Inspectors met with pupils, listened to several pupils read and observed and talked with pupils around the school.
- Inspectors met with the headteacher and middle leaders. An inspector met the chief executive officer of the trust, who is also the trust's school improvement partner. He also met with the chair of the local governing body.
- Inspectors evaluated a wide range of school documents, including the school's monitoring and evaluation, information about pupils' progress, and behaviour, attendance and safeguarding records.
- Inspectors spoke to several parents before the school day. Inspectors took account of the 60 responses from parents to Ofsted's online questionnaire, including 38 written responses.

Inspection team

Bernard Campbell, lead inspector

Her Majesty's Inspector

Eleanore Pickard

Ofsted Inspector

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