

# Inspection of a good school: Catmose Primary

Sandringham Close, Oakham, Rutland LE15 6SH

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Inspection dates: 17 and 18 January 2023

## Outcome

Catmose Primary continues to be a good school.

## What is it like to attend this school?

Catmose Primary is a happy and welcoming place. Teachers have high expectations of pupils. The school's motto of 'Success Achieved Together' drives all that the school does.

Pupils like being at school and attend regularly. They enjoy learning. They say that teachers and other pupils help them if they do not understand something. Pupils are polite and respectful. Leaders celebrate pupils' good behaviour and achievements in weekly assemblies. Pupils are proud of the contribution they make to school and community life. For example, the school council organises charity fundraising and 'litter-picks'.

Leaders have established a calm and orderly environment. Pupils behave well. They understand what bullying is. They say it rarely happens. Staff deal with any issues quickly and fairly. Pupils have positive relationships with staff and know they can share any worries. Pupils enjoy a range of well-planned activities and experiences. They take part in residential trips and clubs. Each year group visits a local farm at different times of the year. Year 2 pupils were captivated by seeing newborn lambs.

Most parents and carers are happy with the school. Typically, one commented, 'We love the school. It has a brilliant sense of community. Our child seems very happy.'

## What does the school do well and what does it need to do better?

Leaders have designed a broad and ambitious curriculum for all pupils. This begins in the early years. Leaders ensure that pupils build their knowledge and skills gradually over time. For example, younger pupils recall the names of the countries of the United Kingdom. Older pupils recall learning about human and physical geographical features of a coastal town. However, in some subjects, leaders do not precisely identify the key knowledge that pupils need to learn. There are some inconsistencies in what pupils remember about their learning.

Pupils start learning to read as soon as they begin Reception. They use their phonics knowledge to sound out unfamiliar words. Leaders make sure that the books pupils read match the sounds they have learned. Teachers know their pupils well. They identify pupils who need extra support to learn to read. They intervene to help these pupils keep up with their peers. Older pupils develop fluency and expression in their reading. They become confident and enthusiastic readers.

Pupils are enthralled by their science lessons. 'Wow, that's science,' marvelled one pupil as he observed an experiment. Leaders carefully set out the order in which pupils learn new knowledge. Teachers expect pupils to explain their thinking using precise scientific vocabulary. For example, Year 5 pupils use terms such as soluble and insoluble when discussing filtration. Pupils have regular opportunities to revisit their learning. They use their knowledge to reason and think scientifically.

Pupils with special educational needs and/or disabilities are well supported. Leaders ensure that there are robust processes in place to identify pupils' needs. Teachers adapt the curriculum to meet pupils' individual needs. Some pupils attend sessions to build their emotional well-being. This help means they can focus on their learning in lessons.

Children in the Reception class settle well to routines. They meet high staff expectations. Adults ensure that activities and resources are well planned. They guide children's learning and they check learning through careful questioning. Children develop a strong understanding of mathematics, for example, when counting animals 'on the farm' in the classroom. Children work independently and with others. They are keen to learn. They are well prepared for the next stage of their learning.

Leaders prioritise pupils' personal development. Teachers help pupils understand identity, respect and safety. Pupils learn about different types of relationships in an age-appropriate way. Pupils recognise and celebrate similarities and differences. They understand why this is important. One pupil commented, 'It's OK to be unique!' Pupils are prepared for life in modern Britain.

Leaders have created a culture of reflection and collaboration. Staff embrace the opportunities that leaders provide. Staff are proud to work at this school. Typically, a member of staff commented, 'I love the sense of family within the school.'

Trustees and governors have robust systems in place to monitor and evaluate the effectiveness of leaders' actions. They know the school's strengths and areas for development. They provide high-quality support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Leaders ensure that recruitment checks are completed before adults begin working with pupils.

Staff receive regular training and updates. They know what to look for and how to report any concerns. Leaders maintain robust and clear safeguarding records. Leaders have built strong working relationships with external agencies. Leaders are tenacious in ensuring that pupils receive extra support when needed.

Pupils know how to keep themselves safe, including when online. For example, they know not to share personal information or communicate with strangers online. Pupils say they feel safe and supported.

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

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, the curriculums do not identify, with precision, the key knowledge that pupils need to learn. As a result, some pupils struggle to recall what they learn in these subjects. Leaders should refine the curriculum thinking in these subjects to make clear the key knowledge that pupils need to learn and remember.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138113
<b>Local authority</b>	Rutland Council
<b>Inspection number</b>	10254809
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Holt
<b>Headteacher</b>	Kelly Jackson (head of school)
<b>Website</b>	<a href="http://www.catmoseprimary.com">www.catmoseprimary.com</a>
<b>Date of previous inspection</b>	27 September 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new chair and vice-chair of the local governing body have been appointed.
- The school does not use any alternative provision.
- The local governing body runs a before- and after-school club for pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the head of school, the deputy head of school, the executive headteacher, curriculum leaders and groups of staff.
- The inspector met with three members of the school's local governing body, including the chair. The inspector met with three trustees.
- The inspector carried out deep dives in the following subjects: early reading, science and geography. For each deep dive, the inspector visited lessons, discussed the

curriculum with leaders, reviewed pupils' work and spoke with pupils and teachers about the learning. Aspects of mathematics and history were also reviewed.

- The inspector listened to some Years 1, 2 and 3 pupils read to a familiar adult.
- During the inspection, the inspector met with a group of pupils to discuss their views about the school. The inspector spoke to other pupils informally during social times.
- A wide range of documents was scrutinised, including those relating to safeguarding, attendance and behaviour. The inspector scrutinised the school's single central record.
- The inspector reviewed responses to Ofsted's online questionnaire for parents, Ofsted Parent View, including free-text responses. Responses to the staff and pupil surveys were also considered.

### **Inspection team**

Joanne Sanchez-Thompson, lead inspector    Ofsted Inspector

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