

# St Katherine's Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115264
<b>Local Authority</b>	Essex
<b>Inspection number</b>	326165
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	Paul Missin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	249
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marion Walford
<b>Headteacher</b>	Mrs Annette Keeney
<b>Date of previous school inspection</b>	2 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hilton Road Canvey Island Essex SS8 9QA
<b>Telephone number</b>	01268 685611

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<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 June 2009
<b>Inspection number</b>	326165

**Fax number**

01268 685656

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This school is about the same size as most other primary schools. The proportion of pupils with learning difficulties and/or disabilities is well below average but the proportion with statements of special educational needs is broadly average. Almost all pupils are of White British backgrounds. A well below average proportion is known to be eligible for free school meals. At the time of the inspection the headteacher had been in post for less than a term and a new deputy headteacher had been appointed from the beginning of the following term.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. After a settled time, the school is in the process of going through a period of significant change, with a new headteacher, deputy headteacher and the replacement of another senior teacher. The newly appointed headteacher has made a good start by quickly analysing what needs to be done. She is committed to building on the many existing strengths of the school, including its effective promotion of pupils' personal development and its caring ethos. Leadership and management are satisfactory overall because the drive to accelerate progress even more is not sufficiently clear. School improvement planning is very comprehensive and regular self-evaluation is carried out; these create an effective platform on which further improvement can be based. As a result, improvements have been made in several areas of the school's work, but overall standards remain broadly average and pupils are making satisfactory progress. Standards in the current Year 2 are above average in reading, writing and mathematics and pupils here make good progress. Standards in Year 6 are average and pupils make satisfactory progress by the time they leave the school.

Teaching is satisfactory, although several strong features were observed during the inspection. Teachers encourage very positive relationships in their classes and encourage pupils' excellent behaviour very effectively. They often provide interesting and challenging activities for pupils to follow, and use questioning effectively to encourage pupils and assess what they know. However, sometimes teachers do not plan sufficiently for pupils of all abilities and opportunities are missed to provide extension work for more able pupils. The satisfactory curriculum is based on the provision of basic literacy and numeracy skills but has been imaginatively enhanced through a good number of visits and visitors to the school. The links between different subjects and the opportunity to use information and communication technology (ICT) skills more widely are not sufficiently planned. The school recognises this as a priority for development.

This is a caring school where the welfare and the emotional and spiritual development of pupils are high priorities. Pupils who may have particular needs are carefully and sensitively supported and all statutory requirements relating to child protection and health and safety are fully met. The recently introduced procedures for tracking the progress that pupils make are beginning to be used more effectively. The personal development of pupils is good with some very strong features. Pupils have an exceptionally mature understanding of healthy lifestyles and what it means to be safe. They thoroughly enjoy school and attendance has been consistently above average for some time. The very effective connection with the parish church helps to encourage both their spirituality and their appreciation of the local community. They take their responsibility in the school community very seriously. The progress that they make in acquiring basic literacy and numeracy skills prepares them satisfactorily for their next school and beyond. The enthusiasm, commitment and effectiveness of the governing body, the positive impact of the continuing strengths in care and welfare provision, and the drive and enthusiasm of the new headteacher mean that this school is well placed to secure further improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start the Nursery with the knowledge and skills that are below those expected for their age, especially in language and communication. By the end of the Early Years Foundation Stage they reach standards that are broadly average in language and mathematical skills but often higher in other areas of learning. Children achieve well and make good progress in their

learning. They get a particularly good start in the Nursery. Across the Early Years Foundation Stage the supportive and nurturing ethos ensure that children's personal development and welfare are given a high priority and, as a result, children settle well and make good gains in all areas of learning, particularly in their language skills. Teaching and the curriculum are good and there is an appropriate balance between child-selected and adult-directed activities. All staff work effectively as a team and provide a wide variety of interesting and stimulating tasks for children to enjoy, linked to the topics of their interest. For example, Reception children, as part their topic on minibeasts, were engrossed in observing snails making trails and Nursery children loved cooking cheese sticks and talking interestingly about the activity. Children participate enthusiastically in their work and play. Good use is made of the spacious outdoor accommodation in the Nursery, so that children experience a stimulating learning environment. However, children in the Reception class do not have easy access to their outdoor area. The progress that children make is effectively tracked and recorded. This information is used well to adapt the activities to meet children's individual learning needs. However, opportunities are sometimes missed to allow children to take the initiative, use their imagination and work independently. Provision is led well by an experienced coordinator who is aware of current priorities for development.

### **What the school should do to improve further**

Raise standards and accelerate progress by:

- raising teachers' expectations of what pupils of all abilities can achieve, especially those who are more able
- ensuring that the focus of self-evaluation and school improvement planning is more clearly centred on raising standards and achievement
- developing the curriculum to show clearer links between different subjects, including the use of ICT.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Achievement and standards**

#### **Grade: 3**

Standards in Year 2 have been broadly average recently. In 2008, standards in reading, writing and mathematics were broadly average but fewer pupils did well in their writing than in most schools. By contrast, pupils currently in Year 2 are on track to reach standards in reading, writing and mathematics that are above average. Pupils of all abilities in Key Stage 1 are making good progress from their starting points. Over recent years standards in English, mathematics and science in Year 6 have been about average, as they are in the current group. Their targets are satisfactorily challenging overall, but do not sufficiently extend the more able. Overall, achievement is satisfactory across the school and pupils make sound overall progress in their learning. Pupils who need extra help with their learning also make satisfactory progress because of the sound support they receive.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural awareness are good. They have impressive social skills and a strong moral sense, but their appreciation of the multicultural nature of society outside their home and school environment is not as strong, but is satisfactory. Pupils' understanding of the importance of a healthy lifestyle is outstanding. Lunch and break-time activities centre on team games which pupils help to organise and the school's healthy food policy is effectively reinforced. The school was awarded Healthy Schools status in 2008. Pupils have a very mature view of safety issues. They say that they feel safe in school and they know about dangers such as drugs and the internet. Older pupils look after younger ones and help each other through 'Buddy support'. Year 6 pupils also act as 'Lunchtime Listeners'. The school has a friendly, family atmosphere and pupils are extremely happy and proud to be there, which is reflected in their good attendance. In the words of one boy: 'It feels special and I'm very lucky to be here.' They enjoy their lessons and the wide range of clubs and trips, some of which give them opportunities to show responsibility and mature leadership skills. High expectations and a consistently applied policy help to ensure that pupils' behaviour remains outstanding. The pupils make a good contribution to the community through the school's involvement in local affairs such as the highways department and the parish. Charity fund-raising events organised by the very active school council help pupils' awareness of those less fortunate. Pupils make satisfactory progress in acquiring the literacy, numeracy and computer skills which they will need for their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers' lesson planning is usually clear and detailed and makes good reference to the learning intended in the lesson and appropriate activities to follow. Lessons are mostly taught at a brisk pace and pupils enjoy their learning. Teachers consistently manage pupils well. They skilfully encourage pupils' excellent behaviour, channel their enthusiasm for work and promote very positive relationships in class. Teachers use questioning effectively to extend pupils' learning and several give pupils good opportunity for short discussions with their talk partners. Pupils discuss confidently and cooperate willingly and effectively when required to do so. Interactive whiteboards are mostly used well to capture and keep pupils' interest. Pupils who need extra help get sound support. However, sometimes lessons do not show sufficiently clearly the work organised for pupils of different abilities and there is insufficient challenge for more able pupils. Teachers do consistently demonstrate high enough expectations of the rate and quality of pupils' work. Some marking of pupils' work, particularly through the written feedback on their writing is very effective in helping pupils to move forward in their understanding. However, the quality of marking is inconsistent across different classes and different subjects.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory with some good features. There is a focus on the provision of basic literacy and numeracy skills. However, the lack of the clear cross-curricular links which would support pupils' learning in different areas, means that the curriculum is not yet fully effective in securing the best possible progress for all pupils. The school is aware of the need

to plan the promotion of pupils' literacy and ICT skills in all subjects. Different learning styles are catered for through individual, paired and group work. Enrichment activities are a strong feature of the school: visitors, specialists and external instructors help to run Fitness Weeks and a wide range of sports and clubs, from cookery to a fully inclusive Sports Day, so that every pupil is encouraged to eat healthily, be active and enjoy their school days. Additional opportunities include the provision of French and German lunchtime clubs and through links with other providers for those with talents, for example, in dance and gymnastics. Interactive whiteboards and multi-media approaches are beginning to be used more effectively.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory with some strong features. Child protection and health and safety procedures are fully in place and policies are regularly reviewed. Pastoral support for vulnerable pupils and those with emotional needs is very sensitive and effective. The school assesses the needs of particular groups and intervenes effectively when appropriate, for example, the focus on Year 3 and a summer school arranged for some Year 5 pupils to boost their confidence. There is good liaison between class teachers and parents when particular needs arise. There is good provision to help to develop pupils' confidence and self-esteem through drama and organised talk time when they are encouraged to discuss sensitive issues. There are good links with other agencies when required. Pupils receive satisfactory academic guidance. Recent procedures have been introduced to enable teachers to monitor standards and achievement. This is beginning to give them a clear view of the progress that pupils are making. However, procedures are new and have not yet impacted consistently on progress across different subjects and classes. Pupils know what their targets for improvement are and they say that those for writing are helping them to improve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The newly appointed headteacher has settled well to her new role. She has quickly assessed what needs to be done to consolidate and extend the school's several strengths but also to act on areas of weakness. She has already put in place plans to re-focus the roles and responsibilities of the new leadership team and to increase the accountability of leaders in raising standards. The support of vulnerable pupils continues to be a high priority. A strength in school improvement planning is the way in which all stakeholders are involved in the process, including very good opportunities for pupils to share their views. There is clear reference to achievement targets for different subjects and the new tracking procedures are beginning to provide clearer information about pupil progress. However, the drive to significantly accelerate the rate of progress that pupils make is not sufficiently explicit. Self-evaluation processes are well established and involve leaders at all levels. Governors use their interests and expertise well to support the school and are effective in their role as 'critical friends'. They have been effectively involved in supporting the provision of several aspects of the school's work. The school has a good understanding of its own community and has plans to extend this to studies of different communities across the world.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 June 2009

Dear Pupils

Inspection of St Katherine's Church of England Primary School, Canvey Island, SS8 9QA

Thank you for making us so welcome when we came to your school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. Your school is providing you with a satisfactory education but it is set well to improve further.

Here are some of the best things about your school.

- Children get off to a good start to their time at school. Provision in the Nursery is excellent.
- Your behaviour in class and around the school is outstanding. You all show commendable enthusiasm for and enjoyment in your work.
- You have an excellent understanding of healthy lifestyles and how important it is for you to keep yourselves safe at school and beyond.
- Your new headteacher has made a good start to her time with you. She has a good understanding of how to make the school even better.
- You show how much you enjoy school and most of you attend school regularly.

Here are a few things that we have asked the school to improve.

- Teachers need to focus even more clearly on activities which will help pupils of all abilities to make better progress and to provide more challenging work for those who can do it.
- Ensure that the main priority to help you to do better more quickly is very clearly set out in the school's plans for improvement and in the way leaders judge how well the school is doing.
- Show clearer links between different subjects particularly how you can use your computer skills more widely.

You can help by always working as hard as you can to make the best possible progress in your learning. Thank you again for your welcome. We wish you well for the future.

Yours faithfully

Paul Missin

Lead inspector