

Katesgrove Primary School

Inspection report

Unique Reference Number	109920
Local Authority	Reading
Inspection number	331594
Inspection dates	16–17 September 2009
Reporting inspector	Chris Nye HMI

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	334
Appropriate authority	The governing body
Chair	Mrs Gill Godfrey
Headteacher	Mr James Robert Telling
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's inspectors and two additional inspectors. The inspectors visited 23 lessons or part lessons, and held meetings with governors, staff and pupils and spoke informally to parents. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records, strategic planning and minutes of governors meetings. They also scrutinised 37 questionnaires returned by parents as well as questionnaires from staff and Year 6 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success of the school in raising pupils' achievement in English, mathematics and science
- how well leadership and management are bringing about sustained improvement
- the impact of teaching on pupils' achievement
- stakeholders' confidence in the direction that the school is taking and its ability to overcome past weaknesses.

Information about the school

Katesgrove School is larger than most primary schools. It is housed in three separate Victorian buildings and serves an ethnically diverse area of Reading. Over 90% of pupils come from minority ethnic backgrounds, many of whom have an Asian (mainly Indian or Pakistani) heritage. For over half the pupils English is not their first language. Many more pupils than average leave or join the school at other than the usual times. The percentage of pupils with special educational needs and/or disabilities is slightly below average. The school has recently achieved the Healthy Schools award and Active Mark award. In the Early Years Foundation Stage, the school runs Nursery and Reception classes.

At its last inspection, the school was given a notice to improve because it required significant improvement in relation to some aspects of teaching and learning, subject leadership and in the provision for science. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school with good elements, some of which are outstanding. It is rapidly addressing the issues which caused it to be given a notice to improve at its last inspection and there is sufficient evidence to show that its capacity to sustain and improve further is good. This is a highly caring and supportive school and an outstanding feature is the excellent quality of pastoral care, guidance and support and safeguarding procedures which ensure that pupils feel very safe and are highly valued. Pupils are confident, very polite, behave well and have commendably positive attitudes towards their learning. They enjoy coming to school and are keen to contribute to their community. They take their responsibilities seriously and care well for each other. Relationships throughout the school are excellent and this has helped to create a very positive and purposeful atmosphere. This is further helped by the way in which staff have successfully created a bright and lively learning environment within an older school building.

Many pupils enter the school with well below average starting points, but because of good support and provision throughout the Early Years Foundation Stage, they make good progress and achieve good, though still below average, outcomes by the time they start in Key Stage 1. Throughout both Key Stages 1 and 2, pupils make satisfactory progress and although outcomes have been low in English, mathematics and science in the past, attainment is starting to improve, especially in English and science. Pupils with special educational needs and/or disabilities and those who speak English as an additional language (some of whom start school with very low levels of understanding in English) make good or better progress relative to their starting points because they are well taught and supported. Pupils' achievement has improved recently because of strong leadership, especially from the headteacher, which has led to improvements in teaching and assessment. However, although no teaching is inadequate, the school recognises the need for good or better teaching to be a more consistent feature across all year groups. In a minority of lessons, there is a lack of pace, and higher achieving pupils are not being sufficiently challenged, particularly in mathematics and writing. There are effective systems in place to give guidance to pupils about their work and assess their understanding in lessons, but these are not yet consistently applied throughout the school.

The leadership and management of the school are good because it is having a very positive impact on addressing previous weaknesses. Rigorous monitoring and high expectations, combined with inspirational leadership from the headteacher, have resulted in a cohesive and committed approach towards improving the school. All staff who responded to the staff survey indicated a wholehearted support for the direction

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that the school is taking, and morale is high. The school engages extremely well with its local community, although it recognises the need to develop pupils' understanding of the wider national and global community. Governors provide effective challenge and support to the school.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve outcomes for higher achieving pupils by ensuring that tasks consistently meet their needs by providing greater challenge, particularly in writing and mathematics.
- Improve the quality of teaching so that the school's best practice is reflected throughout by:
 - ensuring that the pace of lessons is consistently brisk and all pupils are on task
 - ensuring a more consistent use of the school's best practice in assessing pupils' understanding in lessons and in providing clear written guidance to them on how to improve their work.
- Improve community cohesion by ensuring that pupils' understanding of the wider national and global community is as strong as their understanding of the local community.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory overall. Although attainment in English, mathematics and science has been low in the past, the most recent Year 6 assessments and national test results indicate that there has been considerable improvement compared with previous years, especially in English. Attainment in science is now average, which represents an improvement, but attainment in mathematics remains low, particularly the number of pupils achieving the higher level. School data, confirmed by inspection evidence, indicates that learning and progress are satisfactory but improving securely and rapidly. All the pupils at the end of Key Stage 1 last term achieved the expected levels of progress in reading, writing and mathematics, although few exceeded this in writing and mathematics. At the end of Key Stage 2, almost all pupils achieved expected progress in mathematics and science, and in English, all pupils made the expected progress, with over half exceeding this.

Pupils with special educational needs and/or disabilities and those for whom English is not their first language make good progress relative to their starting points. A few make exceptional progress. This is because the school has high expectations, pupils benefit from regular and specialist teaching, and support is very well focused on their individual needs. As a result most achieve or exceed their targets.

Other key features of outcomes for pupils:

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, although there are many good features. At its best, and in the majority of lessons, inspectors observed teaching that was well prepared, planned and resourced to meet the needs of all the pupils. Teachers had good subject knowledge and gave clear explanations. Their questioning of pupils was clear and insightful and helped to accurately assess pupils' understanding. The pace of these lessons was lively and brisk and pupils enjoyed their learning. For example, in one mathematics lesson, pupils were excited to be asked to 'be the teacher' and use the interactive whiteboard to explain to the class how they had solved a problem. However, although no lessons observed were unsatisfactory, in some the pace was slower and the challenge to pupils, especially the higher achieving, was not as demanding as it could be. As a result, pupils' learning progress was not fast enough and some pupils lost concentration.

The school has thorough and effective systems to assess and track the progress of pupils over time. Assessment data is used well to identify challenging targets for pupils in English and mathematics, and pupils are aware of these. Ongoing assessment in lessons is very effective in some classes, but in others, procedures to check pupils' understanding of what they are learning is not yet sufficiently well embedded. Similarly, there are effective systems to mark pupils' work, engage them in assessing their own work and provide clear indications as to how they can improve, but these are not

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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consistently applied throughout the school.

The curriculum is well balanced and provides a good coverage of the core and foundation subjects. Science, which was a weakness at the last inspection, is much improved, with a practical focus which pupils say is fun. There has been a whole-school emphasis on making the curriculum relevant to the pupils' needs, for example by focusing on the development of language and vocabulary in all subject areas. This has had a very positive impact on literacy skills. The school enriches the curriculum well with a topic approach which makes clear links between subjects. This is further enhanced by a range of extra-curricular clubs, visits and visitors.

The quality of pastoral support, care and guidance that pupils benefit from is outstanding. The school works extremely well with outside agencies and provides excellent engagement with, and support for, families and pupils facing challenging circumstances, for example through the appointment of a key worker for each such pupil. Multilingual members of staff help to ensure that parents and carers have a clear understanding of how they can support their children, and transition arrangements at all ages are exemplary.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management of the school are good. The highly effective headteacher, ably supported by the deputy headteacher and senior team, have effectively developed an ethos which is single-mindedly determined to overcome past under-performance. Discussions with staff and their questionnaires clearly demonstrate the enthusiasm of staff and their wholehearted support for this approach. Rigorous monitoring systems, which effectively link to teachers' professional development, are starting to have a positive impact on teaching and learning, and outcomes for pupils are improving as a result. Past weaknesses in curriculum management have been fully resolved and middle leaders have a positive impact on the development of the curriculum. The governors are well trained and led. They provide effective challenge and support the school, for example through their Governors Improvement Group, which regularly meets the headteacher and staff and closely monitors improvement.

The school effectively engages with parents, particularly those who are hard to reach, and works well with outside agencies to promote learning and pupils' well-being. Where external support is lacking, the school has actively developed internal systems to ensure

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that pupils' needs are met well. Resources are well managed and deployed, although the school recognises the need to further develop its library.

Inspectors evaluated the effectiveness of safeguarding procedures and found that they are of the highest quality and are consistently applied. Much of their good practice has been shared with other schools, and safeguarding is at the heart of the school's work.

Overall, the school makes a satisfactory contribution to community cohesion. Within the school community itself and at a local level, this is good, with some outstanding elements, for example through the support and inclusion of pupils and families with English as a second language. However, the school recognises that more is needed to develop pupils' understanding of other communities within Britain and across the world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage, either in the Nursery or Reception classes, with skills and understanding well below average. They make good progress in all areas relative to their starting points, particularly in their personal, social and emotional development and in communication, language and literacy. However, most do not achieve expected goals by the time they transfer to Year 1.

The quality of the provision is good. Children are given many opportunities to work independently and to take responsibility, for example at 'tidying up' time. Behaviour is good and children work and play well together because routines have been quickly established and children have helped to write the class rules. Many opportunities are given to develop vocabulary through directed play and experimentation. Children also

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enjoy expressing creative ideas with a wide range of media. One child, excited by the picture that she was drawing, told an inspector that 'charcoal is like a dirty pencil!' Adults are well qualified and provide good teaching, support, care and guidance. Learning is well planned and good use is made of both inside and outside areas, although the outside area is not as visually stimulating as the classrooms. As a result, children are very keen to come to school. One parent commented that her child 'wants to come all the time'.

The Early Years Foundation Stage is well led and managed. The team leader has a good understanding of the needs of children of this age and rigorously monitors the provision, giving her a thorough understanding of the strengths and weaknesses. Strategic planning to overcome weaknesses is good. A particular strength is the exceptionally good links with parents and carers both before and during their children's time in school. Safeguarding is a priority and is highly effective.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Thirty seven parents responded to the questionnaire. A very large majority of those who returned the form expressed satisfaction with the school. However, a very small minority indicated that they felt that their child was not making enough progress and that they had concerns about the quality of teaching. One parent expressed the views of others with the comment that the school 'has improved tremendously since the appointment of the current headmaster'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Katesgrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	68	11	30	0	0	0	0
The school keeps my child safe	20	54	16	43	0	0	0	0
The school informs me about my child's progress	21	57	13	35	1	3	2	5
My child is making enough progress at this school	15	41	16	43	4	11	1	3
The teaching is good at this school	22	59	11	30	3	8	0	0
The school helps me to support my child's learning	19	51	14	38	1	3	0	0
The school helps my child to have a healthy lifestyle	14	38	22	59	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	38	20	54	1	3	0	0
The school meets my child's particular needs	12	32	19	51	1	3	1	3
The school deals effectively with unacceptable behaviour	16	43	19	51	0	0	0	0
The school takes account of my suggestions and concerns	16	43	18	49	1	3	0	0
The school is led and managed effectively	19	51	17	46	0	0	0	0
Overall, I am happy with my child's experience at this school	21	57	14	38	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 September 2009

Dear Pupils

Inspection of Katesgrove Primary School, Reading RG1 2NL

Thank you for making us so welcome when we visited your school recently and for helping us with the inspection. We really enjoyed chatting to you and the grown-ups, looking at your work and sharing your lessons.

I am sure that you are keen to hear what we thought about your school, which we think has improved a lot since the last inspection and is now providing a satisfactory standard of education for all of you, including many things that are really good. These are the things that we liked about your school:

- The way that you are cared for and kept safe. Many of you that we spoke to said how safe you felt and your parents agree.
- You behave well and have a good awareness of how to keep yourselves healthy.
- You enjoy coming to school and are given interesting and exciting things to learn and do.
- The people in charge of your school do a really good job, especially the headteacher. Everyone has worked hard and has been really successful in making things better. We think that the school is well placed to improve even more in the future.

To help it improve even more, we have asked your school to do the following:

- Make sure that those of you who find work easy are always challenged to do even better, especially in writing and mathematics.
- Make more of your lessons as good as the best ones.
- Help you to develop a better understanding of other communities in Britain and the wider world.

You can help by making sure that you attend school every day. Some of you find this difficult, but teachers can't teach you if you are not in school!

Good luck in the future!

Yours sincerely

Chris Nye

Her Majesty's Inspector

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