

Catcote School

Inspection report

Unique Reference Number	111784
Local Authority	Hartlepool
Inspection number	337737
Inspection dates	22–23 June 2010
Reporting inspector	Brian Blake HMI

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

Type of school	Special
School category	Community special
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	123
Of which, number on roll in the sixth form	15
Appropriate authority	The governing body
Chair	Mr Keith Tabram
Headteacher	Mr Alan Chapman
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed 13 part lessons, which involved a total of 12 teachers. A range of documents was scrutinised and meetings held with the senior leadership team, Chair and Vice Chair of the Governing Body, and a nominated group of students. Other informal discussions were held with staff and a significant number of students during lessons and around the school. Inspectors also read the 45 inspection questionnaires returned from parents and carers, in addition to considering the views of those staff and students who completed separate questionnaires.

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

- the attainment profile of students on entry to the school
- the accuracy of the moderation strategies for the assessment of students' performance
- the impact of the tracking of students, including marking and other feedback strategies
- the impact of external business and enterprise links.

Information about the school

Catcote School Business and Enterprise College caters for secondary and post-16 students who present a wide range of special educational needs and/or disabilities, including those with profound and multiple learning difficulties, those who have an autistic spectrum disorder and those with identified behavioural, emotional, and social difficulties (BESD). All students on roll and new entrants to the school have a statement of special educational needs. A large majority of students are of White British heritage. The school has achieved an impressive number of national and local awards, including Investors in People, the Healthy Schools Award, Sportsmark, International School Award and Financial Management in Schools Award. The school has also gained a vast range of enterprise-related awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

Catcote School Business and Enterprise College provides a good and improving standard of education for its students. Some aspects of its work are outstanding, for example the promotion of students' healthy lifestyles, the contribution of students to the wider community, the development of skills that contribute to future economic well-being and students' sense of feeling safe and secure in school.

Catcote readily welcomes the contributions from students, parents and carers, governors and partners, which help it deliver successfully on its aim to celebrate students' achievements and personal successes, while ensuring that simple and complex learning needs are met as fully as possible. As a result, the vast majority of students make good progress in their learning. Some students with profound learning needs achieve outstanding progress, while some with behavioural, emotional and social difficulties make satisfactory progress. The school's rounded and focused care, guidance and support for all students makes a significant contribution to their personal development and well-being. All staff know the students well, not just their learning needs but, more importantly for many, their emotional, social and behavioural needs as well. Working relationships in lessons and around the school are excellent, which helps create the welcoming and positive work ethic that pervades all areas of the school.

Teaching is generally of a good standard, although for some BESD students and a very small number of those with higher abilities in the main school, lesson content does not always match accurately enough with their capabilities. The overwhelming majority of students are positive about school and express their enjoyment verbally or with a smile that shows their delight as they successfully tackle written or practical tasks.

Senior leaders and managers, including the governors, show a high level of commitment to the work of the school. There is both a shared sense of common purpose and vision, and shared joy when the school or individual students achieve success. Monitoring of provision, including teaching and learning, is generally good, but currently the role of the 14–19 coordinator in observing lessons is underdeveloped. The school is very aware of its strengths and areas for improvement and the latest self-evaluation form submitted for this inspection is generally accurate in its analysis. The school has acted quickly to address identified areas for improvement; for example, over the past year it has targeted a range of support to help improve the provision for BESD students. Although there is still much to do, not least in coordinating and extending the work in this area, plans are at an advanced stage to introduce clearer work strategies and practices that will raise the profile and increase the range of learning opportunities for these students. Planning is purposeful and of a good standard, but some success measures in the school

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development plan are based on completion of actions or tasks rather than on the improvements expected in provision and students' learning. The school has successfully addressed all the areas for improvement from the previous inspection in 2006. The successful combination of all aspects of the school's work means that it has good capacity to improve further.

What does the school need to do to improve further?

- Develop the evaluation and monitoring role of the 14–19 coordinator to include a planned programme of lesson observations, as an aid to whole-school self-evaluation and strategic management. This should be programmed to begin from September 2010.
 - Continue to develop all aspects of the BESD provision to ensure that students achieve and attain in line with their capabilities.

Outcomes for individuals and groups of pupils**2**

The vast majority of students make good overall progress in both their academic and personal development learning. For some students with profound learning needs progress is outstanding, but for BESD students it is only satisfactory. Students' targets are robust and realistic, and are modified appropriately as students make progress in their learning. Students are successfully acquiring key literacy, numeracy and communication skills as an aid to their greater involvement in school-based and external learning. A small number of the higher attaining students and BESD students are capable of achieving more, but some of the work does not always challenge them sufficiently to make better progress which reflects more accurately their capabilities. In lessons the vast majority of students show good levels of concentration and are positive in their attitudes to class discussions and when tackling new learning tasks. These characteristics were seen in almost all lessons during the inspection.

Students feel extremely safe in school. The majority of students thoroughly enjoy attending school and participating in the range of activities provided. This enjoyment makes a significant contribution to the good standards of behaviour seen. However, the attendance of some BESD students is low, which affects their progress at school.

The school actively promotes the well-being of its students, including eating healthily and engaging in regular exercise. The school's achievement of the Healthy Schools Award and Sportsmark, two national awards that are given in recognition of the quality of provision seen in these two areas, confirms the school's extensive commitment to the ongoing promotion of its students' all-round health needs.

Students' spiritual, moral, social and culture development is good. Students generally show good social skills when working in whole-class plenary sessions or in smaller groups. Most students are keen to share their views or personal experiences with teachers in lessons.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	*
The quality of pupils' learning and their progress	2
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	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers effectively combine their subject knowledge with a thorough understanding and appreciation of individual students' needs. Lesson plans ensure that students cover a range of suitable learning activities that will engage and motivate them. However, while there are sufficient details about what will be taught, there is insufficient reference to how this will have an impact upon students' academic and personal progress. Teachers skilfully use a range of practical resources to consolidate and enhance students' learning. As a result, students' progress in lessons is generally good. The focused support of classroom teaching assistants makes a valuable contribution to students' learning and personal progress. Working relationships in lessons, between adults and students, and between students themselves, are of a very high standard and contribute positively to the productive work ethic seen in lessons. Teachers readily use social praise to motivate and engage students in their work. This has the beneficial effect of encouraging students to respond positively in question-and-answer sessions, which is helping to develop their self-esteem and personal confidence. Teachers know the students well and recent developments in the collection and analysis of information about students' progress at school ensure that learning targets accurately reflect their needs and abilities.

The curricular provision effectively provides a well-balanced and sufficiently varied range

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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of subjects and other learning activities to meet the extensive range of students' needs at all key stages across the school. The school has successfully promoted its specialist business and enterprise status to enhance the quality of curricular opportunities for all students. There is a good range of accredited courses available at Key Stage 4 and post-16, which take account of the developing personal needs and interests of students. The range and take-up of additional activities is excellent and much enjoyed by students. Developing opportunities for students to learn away from the school add to their enjoyment of learning. The cross-curricular promotion and application of key literacy, numeracy and communication skills are good.

Staff provide a welcoming learning environment for students, which is characterised by excellent relationships, focused care based on the needs of every student and a sharing of the many successes that students achieve every day in school. The detailed knowledge that staff have about each student is summed up in one comment made to an inspector, 'The staff must have a sixth sense because they know if something is wrong straight away.' Transitional arrangements, as students progress from school to college or training, are good. The school works well with external agencies to help students overcome any barriers they may have to being as successful as they can be.

These are the grades for the quality of provision

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

How effective are leadership and management?

The quality of leadership and management is good. Senior managers and governors are clear about their prime aim continually to improve provision and help the students achieve the best of which they are capable; this vision is well known and shared by all who work in the school and is very well linked to the school's specialist status for business and enterprise. The role of governors in monitoring and evaluating the work of the school is good, as is the quality of their challenge and support to improve further. All managers have realistic and appropriate expectations of the improvements needed, and there is a shared sense of common purpose emanating from the school. As a result, there is a strong sense of collective and shared responsibility from all staff, but especially those with a management responsibility. The management and leadership roles of middle managers and newer members of the senior leadership team are developing well, and the recent completion of written 'curriculum positional statements' and subject self-evaluation forms from these staff have made a valuable contribution to the accuracy of the whole-school self-evaluation form that was provided for this

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inspection. The monitoring of teaching and learning by established senior managers is good, with a clear system of regular lesson observations, which is helping the school to identify important areas for further improvement.

The quality of external partnership links in promoting students' learning and well-being is good, especially with the specialist agencies, which support students' identified needs from their statement of special educational needs. This specialist support is making an important contribution to students' overall progress in school. The robustness with which the school tackles discrimination and promotes equality is good. There are clear policies in place, with governors' plans well advanced regularly to review and approve these and all other statutory and non-statutory policies.

The school has good safeguarding procedures in place to meet the varying needs of students. The single central record complies fully with all requirements. Risk assessments for the use of the school building, and in meeting fundamental health and safety requirements for activities taught, are very good.

Students have a good understanding of their school community and developing links with external partners, especially local and national businesses, which are helping to promote successfully their greater understanding of life outside of school.

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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The school's provision is for 14–19-year-olds, so it includes students of traditional sixth form age. The transition of students into this 14 to 19 provision is very successful. Students present a range of special educational needs and/or disabilities and all have a

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formal statement of special educational needs. Overall, achievement is good and improving as the school develops further its curricular provision and accreditation opportunities. The quality of support that students receive is good, and teachers show a keen sensitivity to the physical, social, emotional and academic needs of students. Improving data collection and analysis of students' performance is helping the 14–19 coordinator know more accurately how students are progressing. This monitoring work is supplemented well by 'learning walks' and work scrutiny, both of which provide the coordinator with first-hand evidence of students' learning experiences. However, this does not yet include programmed lesson observations by the coordinator to assess accurately the quality of teaching and learning. The school's specialist business and enterprise status makes a significant impact on the curricular provision for the 14–19-year-olds, and is helping to develop successful external partnership links. The links with the BESD students in school are developing but not yet fully encompassing of all aspects of their provision, which would extend further their learning opportunities. Students respond very positively to good-quality teaching, which results in them making good overall progress and enjoying what they do. Teachers plan their lessons thoroughly, particular in accredited courses.

However, some planning gives too much emphasis to what will be taught rather than what students will learn.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The rate of response from parents and carers was 36%. Of those parents and carers who responded, the overwhelming majority were positive about the quality of the school's provision for their children. A very small number took the opportunity to write some additional comments on the questionnaire, all of which praised the school and its staff for the quality of support and care provided.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Catcote School, Business and Enterprise College 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	67	14	31	0	0	0	0
The school keeps my child safe	32	71	12	27	0	0	0	0
The school informs me about my child's progress	29	64	15	33	0	0	0	0
My child is making enough progress at this school	27	60	16	36	0	0	0	0
The teaching is good at this school	35	78	9	20	0	0	0	0
The school helps me to support my child's learning	26	58	16	36	1	2	0	0
The school helps my child to have a healthy lifestyle	30	67	13	29	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)	24	53	18	40	0	0	0	0
The school meets my child's particular needs	34	76	10	22	0	0	0	0
The school deals effectively with unacceptable behaviour	27	60	17	38	0	0	0	0
The school takes account of my suggestions and concerns	27	60	17	38	0	0	0	0
The school is led and managed effectively	32	71	12	27	0	0	0	0
Overall, I am happy with my child's experience at this school	35	78	9	20	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



Dear Students

Inspection of Catcote School Business and Enterprise College, Hartlepool, TS25 4EZ

I should like to express the thanks of the inspectors who recently visited your school for the warm welcome that you gave and your willingness to talk and share your views about attending Catcote School. The inspectors picked up, very quickly, the sense of pride you feel and the joy you experience by attending the school.

We hope that both you and your parents and carers enjoy reading the following text, in which we summarise our main findings from the inspection.

- Catcote School provides a good and improving standard of education.
- The school's promotion of healthy lifestyles, the contribution to the wider community, the development of skills for the future and how it helps you to feel safe are all outstanding.
- The vast majority of you make good progress in your academic learning and personal progress. Some of you with very special needs make outstanding progress, but some with behavioural, emotional and social needs are currently making only satisfactory progress.
- The staff are very aware of your personal and learning needs, and they work very well with you in lessons and when you are around the school.
- Staff share a sense of pride in all that individual students achieve.
- Teaching is generally good, although a few of you could make even better progress if the work challenged you a little more.
- All staff know clearly what the school is trying to achieve and are willing participants in helping to make improvements.
- Many of you will have noticed some of the senior staff visit lessons to find out what is going well and what needs to improve. However, we are asking that these visits now include the 14–19 coordinator to make this work even better.
- The school has a clear idea of what future improvements it needs to make, but we are asking that it gives particular emphasis to the provision for the students with behavioural, emotional and social difficulties in order that they achieve closer to their capabilities.

We hope that you continue to enjoy attending school and that you achieve all that you wish for yourselves.

Yours sincerely

Mr Brian Blake

Her Majesty's Inspector

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