

# St Catherine's CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112021
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337819
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Mike Burghart

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rebecca Brewer
<b>Headteacher</b>	Sarah Chapman
<b>Date of previous school inspection</b>	11 January 2007
<b>School address</b>	Moorland Rd Launceston Cornwall PL15 7HX
<b>Telephone number</b>	01566 772198
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors spent more than two thirds of their time evaluating learning. They observed 26 lessons involving all of the teachers and met with staff, the Chair of Governors, groups of parents and carers and pupils. They looked at school documentation including development planning, records of pupils' progress, monitoring records of the quality of teaching and learning, and minutes of governors' meetings. Inspectors analysed 110 parents' and carers' questionnaires.

The team looked in detail at the following:

- the reasons for more able pupils doing better in English than in mathematics and science
- the extent of the involvement of staff and governors in school development planning
- the success of teachers' use of assessment to drive improvements
- provision designed to enhance pupils' multicultural awareness.

## Information about the school

This is a broadly average-sized school. The vast majority of pupils are of White British heritage, but a small proportion of pupils speak English as an additional language. The most prevalent other languages are Bengali, Punjabi, Polish and German. The proportion of pupils with special educational needs and/or disabilities is average, but in some years, for example the current Nursery intake, it is much higher than this. Such needs include aspects of the autistic spectrum and moderate learning difficulties. Children in Nursery and Reception follow the Early Years Foundation Stage curriculum. The school holds the Healthy School award and is an Investor in People.

**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

This is a good school where happy pupils are keen to learn. There are many aspects to be proud of, not least of which is that academic and personal development are effectively considered of equal importance.

There has been marked improvement since the last inspection, particularly in the way the school is run, pupils' attainment, the quality of teaching and curriculum planning. These are underpinned by robust self-evaluation, good assessment procedures, and comprehensive recording and tracking of pupils' performance. Data are used effectively to set challenging targets for the school as a whole and for individuals. The established good track record of continued success is a strong indication of the school's good capacity to sustain further improvement. Staff make a very good team, which is well led and managed by the headteacher. Governors play a strong part in managing the school. Actions taken to make improvements are evaluated in terms of pupils' learning and progress, and this is driving up attainment all round. The school's recent focus on English has resulted in attainment being well above average. Inspection evidence shows that pupils are making good progress and achieving well.

Those pupils with special educational needs and/or disabilities and those whose first language is not English frequently achieve very well as a result of very good support. A recent emphasis on mathematics and, to a lesser extent, science is proving successful in challenging more able pupils to reach their potential, with positive signs of improvement. In previous years, pupils made less progress in Years 1 and 2 than higher up the school. This imbalance is being effectively addressed and there are now equally good rates of progress throughout. Sustaining these improvements is an area for development recognised by the school. This involves making the most of the models of excellent teaching already in the school to improve lessons that are satisfactory rather than good. In satisfactory lessons, teaching assistant's time is not always used effectively in whole class sessions; some groups of pupils, mainly those who are more able, are not challenged sufficiently, particularly in mathematics and pupils are not always actively involved in their learning.

The school successfully encourages pupils to grow into sensible, caring and considerate young people. Pupils respond extremely well to opportunities to contribute to the life of the school and to the local community. They show that they are prepared to take responsibility and that they can work well not only in groups but independently. The spirit of enquiry is fostered well, building very effectively on the outstanding start children get in Nursery and Reception where provision is of high quality. Despite pupils' appreciation of different lifestyles in the United Kingdom being rather limited, spiritual, moral, social and cultural development is outstanding. Highlights reflect the school's

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core Christian values. 'Everyone cares!' was one pupil's view, typical of many. There is a close correlation between the excellent care, guidance and support on offer, and outcomes in pupils' personal development. Outstanding relationships are much appreciated by pupils, staff, parents and carers.

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

- Although pupils' attainment has been broadly average over the last three years, standards are now beginning to rise. Pupils currently in Year 6 are reaching standards that are well above average in English, and above average in mathematics, continuing the upward trend started in 2009. Although standards are slightly lower than expected at the end of Key Stage 1, attainment throughout the school has improved since last year. This is a direct result of the good use of assessment, to identify targets and show pupils how to make improvements, and the way the curriculum is planned to take into account individual pupils' needs. This successfully supports and encourages pupils to learn. Their outstanding behaviour, positive response and growing confidence are testaments to its success. Those pupils who speak English as an additional language make very good progress in communication skills which in turn help them to make the same good progress as others in their classes. Extra support and good individual education plans protect the interests of those with special educational needs and/or disabilities. Such pupils do well against their own targets and benefit from being fully included in class activities.
- Pupils' personal development continues to be a strength of the school. Pupils are keen to say they feel safe and, despite a variety of lunch boxes suggesting otherwise, know what will keep them fit and healthy. They are well prepared for future study and life in general with good basic skills and a propensity to work effectively with others. Pupils have an outstanding awareness of right and wrong and apply this through the spirit of fair play in consideration of others less fortunate than themselves.

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

The school's overall profile of successful outcomes is rooted in the strength of its provision. Achievement is good because pupils are well taught in ways that make learning interesting. Recent innovations to curriculum planning based on a thematic and creative approach are paying dividends. This particularly benefits pupils who previously have been disillusioned and extends those capable of higher levels. For example, an excellent Year 6 literacy session, designed to enhance pupils' imaginative writing through an outstanding combination of drama and story telling, inspired pupils to make exceptional progress in creative use of language. At the same time, it seamlessly consolidated basic skills. There are examples of high quality teaching in aspects of lessons in both key stages. Reading outcomes in Year 1, the way work is set for pupils of different abilities in the Year 2 Great Fire of London topic work, and converting

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measurements in Year 5 mathematics are good examples.

Teachers make good and increasing use of assessment to take work forward on the basis of what pupils already know, can do and understand. The introduction of targets and the clear identification of learning objectives provide pupils as well as staff with a framework to measure progress by. Joint evaluation through the use of pupil talking partners leads to improvement based on observation and reasoned approach. However, some aspects of teaching are not yet consistent, for instance a minority of lessons are not well paced and time is lost, so restricting progress. In some sessions, work is pitched at the majority with too little consideration of individual needs. However, that pupils so readily embrace learning is very much due to their obvious confidence in staff. The impact of the school's high quality care, support and guidance is seen in pupils' personal as well as academic development . Staff provide excellent support for pupils of all abilities ensuring that they feel valued and have the opportunity to be fully involved in all activities. Relationships are outstanding. Teachers and their assistants show that they are prepared to listen to pupils. Consequently, pupils learn without fear of making mistakes. Those new to the school are supported extremely well and guidance for pupils about to leave prepares them very well for life in the secondary school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> 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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## How effective is the provision?

The school's overall profile of successful outcomes is rooted in the strength of its provision. Achievement is good because pupils are well taught in ways that make learning interesting. Recent innovations to curriculum planning based on a thematic and creative approach are paying dividends. This particularly benefits pupils who previously have been disillusioned and extends those capable of higher levels. For example, an excellent Year 6 literacy session, designed to enhance pupils' imaginative writing through an outstanding combination of drama and story telling, inspired pupils to make exceptional progress in creative use of language. At the same time, it seamlessly consolidated basic skills. There are examples of high quality teaching in aspects of lessons in both key stages. Reading outcomes in Year 1, the way work is set for pupils of different abilities in the Year 2 Great Fire of London topic work, and converting measurements in Year 5 mathematics are good examples.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Self-evaluation, based on good assessment and monitoring, is accurate and effective in

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determining priorities for the future. Governance is good with governors reviewing the impact of decisions taken against pupils' learning and progress. Governors are supportive and challenging in ways that make them 'critical friends'. Budgetary management is efficient. Staff and resources are well deployed, with the exception of some teaching assistants' time during lesson introductions.

Safeguarding arrangements are good with all required checks in place and complement the high quality of personal care staff give to all pupils. Careful monitoring of teaching and learning has overcome past discrepancies of more able pupils not being fully provided for and the lack of effective assessment. It now ensures that pupils have equality of opportunity. There have been no incidences of any discrimination. Governors and senior managers effectively monitor the school's strategy to encourage community cohesion. The weakness already referred to in terms of knowledge and appreciation of life in other contrasting parts of the United Kingdom is more than offset by the school's excellent contribution to the local community. There are well-developed links with schools abroad, for example in Uganda. Consequently, community cohesion is good overall.

School development planning has been successfully improved, since the last inspection and now provides a good vehicle to manage improvements. The headteacher and senior management team draw together contributions from all staff and governors to fashion the school's educational direction. The school is on the right track.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The very large majority of parents and carers are very supportive of the school. Virtually everyone says their children enjoy school. 'Great school with caring teachers,' 'We could not want for better. Our daughter is flourishing,' are common sentiments. Parents and carers are particularly pleased with the way children are cared for and how well the school is run. There was no pattern of negative views. However, a very small minority feel that communication could be better and that not having a consultation meeting until March is a disadvantage. While inspectors agree that this arrangement could be improved upon, they find the school's partnership with parents and carers is good and effectively supports pupils' learning.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Catherine's CofE 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 249 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	65	36	33	1	1	0	0
The school keeps my child safe	71	65	34	31	0	0	0	0
The school informs me about my child's progress	62	56	41	37	3	3	1	1
My child is making enough progress at this school	59	54	43	39	1	1	1	1
The teaching is good at this school	70	64	36	33	1	1	0	0
The school helps me to support my child's learning	54	49	46	42	5	5	0	0
The school helps my child to have a healthy lifestyle	61	55	45	41	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)	60	55	39	35	0	0	0	0
The school meets my child's particular needs	55	50	46	42	2	2	2	2
The school deals effectively with unacceptable behaviour	50	45	50	45	2	2	1	1
The school takes account of my suggestions and concerns	39	35	60	55	2	2	1	1
The school is led and managed effectively	59	54	42	39	0	0	1	1
Overall, I am happy with my child's experience at this school	72	65	33	30	2	2	1	1

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 March 2010

Dear Pupils

Inspection of St Catherine's CofE Primary School, Launceston PL15 7HX

Many thanks to all those who helped by telling inspectors about life at St Catherine's. You can be very proud of your school councillors and the other groups of pupils we spoke to. They represented you extremely well. We were particularly impressed by your behaviour and courtesy. We can see how much you enjoy school and are keen to learn. I am pleased to tell you that inspectors judge that yours is a good school. Here are some of its highlights:

- The Nursery and Reception are what inspectors call outstanding (that means really, really good!).
- You make good progress and usually do better than pupils in most schools in English by the time you leave.
- Staff take excellent care of you and make sure that you are growing up as caring, sensible young people.
- You are well taught by teachers and their assistants. They plan interesting work and try hard to make school enjoyable.
- The school is well run by the headteacher, staff and governors. They make a very good team.

We know that everyone at St Catherine's is always looking for ways to make the school even better. We have suggested that they:

- use the many strengths that there are in teaching as examples to make further improvements
- give you many more opportunities to find out about, and understand, what life is like in other parts of the United Kingdom.

You can help by continuing to work hard at your targets. Best wishes for the future.

Yours sincerely

Mike Burghart

Lead inspector

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