

# Catchgate Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114023
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338274
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Andrew Scott

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maureen Nair
<b>Headteacher</b>	Mrs Joanne Shaw
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Blackett Street Annfield Plain Stanley DH9 8LX
<b>Telephone number</b>	01207 234252
<b>Fax number</b>	01207 237918
<b>Email address</b>	catchgate@durhamlearning.net

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	26–27 January 2010
<b>Inspection number</b>	338274

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, taught by 10 class teachers; in all, about a third of the inspection time was spent looking at pupils' learning. The inspectors observed as much of the school's other activities as possible and held meetings with governors, staff and pupils. They also analysed the school's documentation, progress data, welfare arrangements and the 84 questionnaires that were returned by parents, as well as those from pupils and staff.

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

- the extent to which the school has sustained the recent improvements in standards and achievement
- the progress in language and personal development by children in the Early Years Foundation Stage
- the use of assessment to provide suitably challenging work for all pupils
- the action taken by the school to improve attendance
- the quality and effectiveness of self-evaluation at all levels of management.

## Information about the school

This school is slightly larger than average and serves an urban area of County Durham. All pupils are from White British families and almost 40% are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities varies quite a lot and is currently above average. The Early Years Foundation Stage comprises a Nursery and a Reception class. The school recently underwent a period of 18 months without a substantive headteacher.

**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

The school provides a satisfactory education for its pupils. It went through an unsettling time without a headteacher, but there is now stability and a clear commitment to improvement, shared by all staff. This renewed sense of purpose has been inspired by the sensitive and resolute leadership of the new headteacher. Standards have recently improved, especially in Key Stage 2, and are being sustained. Parents and pupils appreciate the good quality of care and the supportive ethos of the school. The well-being of pupils is a key priority. Behaviour has improved and is now good; pupils get on well together and feel safe in school. They make good choices about healthy living and develop a good sense of community within school and beyond. Despite the school's valiant efforts, attendance remains low because of persistent absence by a small number of pupils.

Pupils' achievement is satisfactory. Standards are usually broadly average in Key Stage 1 and remain so. Standards in Key Stage 2 have recovered from a low in 2008 and are now also broadly average. Good new systems to support assessment and planning are helping to improve teaching. Most teaching is satisfactory, but it is good when teachers challenge all pupils fully, make learning stimulating and ensure a brisk pace in lessons. Such features are less apparent in satisfactory lessons. Teachers structure their planning well but do not vary their approach enough to motivate all pupils or to meet all their different learning needs fully, including the children in the Early Years Foundation Stage. The curriculum is enriched by many activities, visits and visitors, and good partnerships with parents and other agencies but, as improvements have been recent, its impact on learning is satisfactory overall.

The headteacher, well supported by governors, has established good systems based on secure evaluation to underpin the school's development. All statutory requirements are met, including the safeguarding of pupils. A budget deficit has been reversed. The monitoring of teaching and learning is very organised and well focused. Senior teachers are fully involved in the school's development, but do not evaluate their areas of responsibility sharply enough in terms of their impact. Nevertheless, the better delegation of leadership, the improving teaching and standards, better behaviour and more diverse activities for pupils, show that the school has good capacity to sustain improvement.

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

- Improve the quality of teaching and learning by ensuring that:
  - teachers have higher expectations of all pupils and give them work that is

**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

consistently challenging

- teachers are more creative and flexible in their lesson planning so that learning is more interesting, livelier and swifter
- senior teachers become more adept at evaluating provision in relation to pupils' outcomes.
- Consider new ways to overcome persistent absence by a small minority of pupils.
- 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.

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

Pupils enjoy learning and mostly concentrate well in lessons. Their respect for teachers and other pupils means that they listen attentively and settle to work quickly. They cooperate well in tasks. The achievement of all pupils is satisfactory, including those with special educational needs and/or disabilities. Standards by the end of Year 2 have been broadly average in recent years in reading, writing and mathematics, and remain so. Standards in Year 6 slipped after the last inspection, dipped dramatically in 2008 but then recovered. In 2009, standards were average in English, mathematics and science, and are similar at present. The school has done well to sustain the recent improvement. Most aspects of pupils' personal development are good, including their behaviour. Pupils admit that this is not perfect and that there is some occasional bullying, but they say they feel safe in school and acknowledge that teachers deal with any problems well. Inspectors agree. Pupils are sociable, mutually supportive and courteous around school. They like to be active and are often successful in local sports competitions. They embrace the healthy options at lunch-time. The school council is pro-active and is proud that its voice matters, for example, in promoting activities after school. Close links with the local community include working in nearby allotments and taking part in mining commemorations. Links overseas, including a visit to France, are expanding pupils' horizons. The school encourages pupils to be reflective, especially in uplifting assemblies. Its quality of care succeeds in raising pupils' self-belief and aspirations. Attendance remains an issue. Most pupils attend satisfactorily, and recent figures have been influenced by illnesses, such as swine flu. However, a small number of pupils do not attend school regularly enough to ensure good progress in their learning. Pupils acquire some good life skills, such as fundraising for good causes and running the healthy tuck shop. These, together with their literacy and numeracy skills, mean that their preparation for life ahead is satisfactory.

*These are the grades for pupils' outcomes*

<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.

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Few differences between subjects and year groups mean that the quality of teaching is similar throughout the school. It has common strengths. The atmosphere in classrooms is positive, buoyed by a good rapport between staff and pupils and effective behaviour management. Teachers use resources well. For example, fancy clothes and jewellery motivated Year 6 pupils in an aristocratic role play. Teachers phrase questions well and praise pupils' efforts sensibly. Teaching is good when lessons are lively and the work is interesting, challenging and skilfully matched to pupils' needs, based on effective assessment. The resultant concentration by pupils produces good learning. Such features are not, however, routine in most lessons.

The curriculum provides well for pupils' personal and social development. It has become more diverse through activities, such as an eco-friendly fashion show and singing at The Sage in Gateshead. Its overall impact, though, is satisfactory because such activities are fairly new and have not had the time to permeate through all teaching and so improve learning. The strong focus on basic skills is good, but activities to practise them in lessons are sometimes too formal. The accommodation is bright and welcoming, but displays do not celebrate pupils' work enough.

The formal procedures of care are thorough and efficient. The school forges good links with external partners to help vulnerable and other pupils with specific needs. The school has also done well to improve liaison with parents, and communication with them is good. However, it has not yet been possible to improve attendance, despite praiseworthy efforts by staff and other agencies. The day-to-day care of pupils is good because staff know the pupils well, take an interest in their emotional and physical

**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

well-being and respond rapidly when necessary.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The caring yet determined leadership of the headteacher is the driving force behind the school's improvement. New administrative and operational systems provide clarity and consistency for staff. The school succeeds in minimising discrimination and adheres to its belief that every child does matter. As a result, the atmosphere is positive throughout the school. Pupils are happy and behave well; exclusions are no longer needed. The greater involvement of all staff in school development has helped to boost standards. Senior staff have acquired new skills and are increasingly ambitious in their plans. However, there is still a need for them to evaluate provision, especially teaching, more carefully by measuring it against pupils' outcomes.

Governors play an influential role. They are knowledgeable about the school and keep a close eye on all aspects of its progress. They are fully involved in decision-making, for example, about staffing. Prudent financial management provides suitable resources and staffing. All statutory regiments are met, including safeguarding procedures. Governors debate and ratify the raft of thorough policies produced by the school. Other stakeholders, especially parents and specialist agencies, are valued and clearly benefit pupils. The visit of two police dogs, and their handler, to an assembly during the inspection produced a gasp of delight from pupils that was audible beyond the hall.

The school is a close-knit community where all are valued. It has established a clear action plan to help pupils understand about all facets of community. Pupils learn respect, not only for other pupils and adults, but also their building which is in pristine condition. They have good opportunities to respect their locality and appreciate the differences of life overseas. The school has good plans to increase pupils' awareness of the diversity of cultures in modern Britain.

*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	3

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</b>

## Early Years Foundation Stage

The provision for children in the Nursery and Reception classes is satisfactory. They tend to begin school with low standards, especially in language and personal development. They make satisfactory progress, but are still below age-related expectations by the end of the Reception Year. Their language skills and personal development remain quite low. Children make better progress in problem-solving, reasoning and numeracy. Teaching is satisfactory. There is good teamwork between staff, classrooms are happy places and children are keen to learn. Teachers are increasingly using observation and assessment to plan the next steps for individual children. The outdoor learning area is well used to diversify their experiences. However, teachers often direct learning too much and do not give children the scope to choose their own course of action. Sometimes, the opposite is true and children do not receive enough guidance, so that when they paint or use play-dough, for example, they do not improve their skills appreciably. Children are not consistently given sufficient challenge for their different capabilities. Welfare arrangements are good, and as effective as in the rest of the school. The leader of the Early Years Foundation Stage is well motivated and eager to develop the provision further, but does not evaluate it enough by analysing the outcomes for children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



**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

## **Views of parents and carers**

Most parents that returned the questionnaires had positive views of the school. They highlighted some strengths and particularly praised the approachability of staff, the quality of care and the positive atmosphere within school. A few parents expressed concerns about pupils' behaviour, information about their children's learning and support for them to help with their children's learning. Inspectors agree that there are occasional behavioural issues, but found that the school has good procedures for dealing with poor behaviour and that it works hard to communicate with parents.

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

Ofsted invited all the registered parents and carers of pupils registered at Catchgate 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	60	29	34	3	3	0	0
The school keeps my child safe	52	60	31	36	1	1	0	0
The school informs me about my child's progress	35	41	42	49	8	9	0	0
My child is making enough progress at this school	37	43	44	51	2	2	1	1
The teaching is good at this school	42	49	42	49	1	1	0	0
The school helps me to support my child's learning	35	41	43	50	8	9	0	0
The school helps my child to have a healthy lifestyle	46	53	37	43	3	3	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)	31	36	48	56	3	3	0	0
The school meets my child's particular needs	38	44	43	50	4	5	0	0
The school deals effectively with unacceptable behaviour	32	37	44	51	8	9	2	2
The school takes account of my suggestions and concerns	34	40	45	52	5	6	1	1
The school is led and managed effectively	41	48	41	48	3	3	1	1
Overall, I am happy with my child's experience at this school	47	55	35	41	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.**



28 January 2010

Dear Pupils

Inspection of Catchgate Primary School, Stanley, DH9 8LX

I am writing to thank you for the part you played in the recent inspection of your school. My colleagues and I enjoyed our time at your school, meeting you, the staff and even the police dogs. Your opinions were important to us.

We think that your school gives you a satisfactory education. We know that staff care for you and want the best for you. You certainly feel safe and valued, and so behave well and get on well together. We know that behaviour is not perfect, but staff deal well with any problems. You enjoy an active lifestyle and understand the importance of a good diet. You enjoy learning and listen well in class, but could always work that bit harder. Most of you attend school regularly, but a few of you do not come often enough. We would like this to change; the school will try to find new ways of encouraging good attendance and we hope you will all support them.

Standards have improved and are broadly average for pupils of your age. You make satisfactory progress in the main subjects of English and mathematics, and science for you older pupils. Some lessons are exciting and really make you work hard. However, not all lessons are interesting and challenging enough for you to work quickly and make good progress. We have asked the school to put this right and feel sure that you will want to respond well to any such changes.

Overall, the school is improving in a number of ways. Your headteacher inspires you all and has done well to introduce new ideas and systems. Your sense of community is better and there are more interesting activities outside lessons. We know you feel fully involved through the school council, and the staff and governors feel the same way. We think it is important, though, that all staff who make decisions for the school ensure that their plans always have clear and direct benefits for you.

I wish you every success for the future.

Yours sincerely

Andrew Scott

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**