

SUMMARY OF THE INSPECTION REPORT

CATCLIFFE PRIMARY SCHOOL

A medium sized primary school in Catcliffe, Rotherham, inspected on 12th to 14th January 2004 by an inspection team led by Mrs. D. Brigstock

OVERALL EVALUATION

Catcliffe Primary is a rapidly improving school and is no longer underachieving. **The school's effectiveness is sound with several good features.** It is currently providing good value for money. Overall pupils' achievement is good due to good leadership and management, good teaching, particularly in Years 5 and 6, an enriched curriculum, and pupils' improving attitudes towards learning.

The school's main strengths and weaknesses are:

- There is good leadership and management by the headteacher and key staff.
- The quality of teaching is good overall in Years 1 to 6, and very good in Years 5 and 6, but there is not enough good teaching in Years 3 and 4, leading to unsatisfactory achievement in this class.
- Standards are rising, particularly in writing, mathematics and science, but standards in reading by Year 2 are still too low.
- There is a good ethos for learning.
- Day-to-day planning and assessment in the foundation stage are unsatisfactory.
- There is good provision for pupils with special educational needs.
- The curriculum is enriched by a wide variety of visits and visitors.

The school is only part way through its improvement plan since the last inspection and, already, improvement is good. The quality of teaching has improved, as have standards of attainment and pupils' achievement. The strategies in place to improve pupils' speaking, listening and writing skills are working effectively. Pupils' knowledge of different religious faiths, and opportunities for them to appreciate the wonders of the world, thus improving their spiritual development, have also improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E*	B	A
mathematics	E	E*	D	B
science	E*	E*	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall. It is good in English, mathematics and science, and in all the other subjects inspected except art, where it is very good. Pupils with special educational needs are achieving well overall in Years 1 to 6, because of the good support they get. The results in the table above show that although standards in mathematics and science were still below the national average in 2003, the pupils did better than those in similar schools, which indicates very good achievement by Year 6. Pupils' attainment on entry into school was well below average. Current standards in Year 6 are average overall and achievement is good overall in Years 3 to 6. However, there are very wide variations within this overall picture; it is very good in Years 5 and 6 but for pupils in Years 3 and 4 achievement is currently unsatisfactory. Standards in Year 2 are below the national average but pupils' achievement is good in Years 1 and 2, again because they entered the school with low levels of attainment. Reading is their weakest area; pupils with the most support in

reading from parents are achieving the best results. Standards in reception are well below average and here achievement is satisfactory. The use of assessment in day-to-day planning is not precise enough to target work to their needs and hence to raise these children's achievement further. Few children are on course to attain the national goals they are expected to reach by the end of the year. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory** overall. Attitudes are good and behaviour is satisfactory. Attendance is below average but improving.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Although one unsatisfactory lesson was seen, **teaching is good** overall and it is very good in Years 5 and 6. Lessons are clearly planned and support staff are closely involved, contributing well to the good learning of the pupils. What the pupils know and can do is assessed well in all subjects in Years 1 to 6, and particularly well in English and mathematics. The results of assessments are used to pinpoint the next steps in learning for individuals and groups of pupils, and are planned into lessons by teachers. The use of assessment to record small steps in children's learning and match these to day-to-day planning is unsatisfactory in the foundation stage, so pupils do not always make the progress they might. The curriculum is good. There are very well planned opportunities for enrichment, which provide pupils with worthwhile first-hand learning experiences and an additional spur to learning. In addition, there are very good opportunities for pupils to engage in role play and drama which are proving effective in raising standards in pupils' speaking and listening skills.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and key staff is good with some very good features. Subject co-ordinators have a good understanding of their roles. They regularly monitor standards achieved, and through appropriate action planning, provision is being systematically improved. The work of the governors is satisfactory. They meet all statutory requirements. Management is good. The quality of monitoring is good; clear targets are set to improve teaching and learning. Assessment data is analysed thoroughly to focus additional support where needed. Pupils with special educational needs are included in all the school has to offer. There is a satisfactory programme to learn about different faiths and traditions in the wider community.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Links with parents are satisfactory. Those parents who responded to the questionnaire were satisfied with their children's education. Reports to parents are good but other information could be written in language that is easier for parents to understand. Pupils are happy with what the school has to offer. They recognise that they have to work hard and that teachers treat them well.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Continue to support, monitor and improve the quality of teaching, particularly in Years 3 and 4, in order to continue to raise standards by Year 6.
- Raise standards in reading by Year 2.
- Improve teaching in the foundation stage by using assessments better to inform daily planning and providing further training about young children's learning as necessary.

A copy of the full inspection report, which includes all the main judgements and grades, can be obtained from the school. Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about Ofsted inspections', which is available from the school or Ofsted's website: www.ofsted.gov.uk

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PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).