

Catcott Primary School

Inspection report

Unique Reference Number	123683
Local Authority	Somerset
Inspection number	314666
Inspection dates	17–18 September 2008
Reporting inspector	Jill Arnold

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	207
Government funded early education provision for children aged 3 to the end of the EYFS	31
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Brian Scowcroft
Headteacher	Michael Ellis
Date of previous school inspection	25 April 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Manor Road Catcott Bridgwater TA7 9HD
Telephone number	01278 722527
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Almost all pupils at this average sized primary school are White British. Pupils' home circumstances are more favourable than average and their skills on starting school are generally better than those expected for their age. A smaller than average proportion of pupils has learning difficulties and/or disabilities. There is a higher than average turnover of pupils during the school year. The school has several awards including Investors in People, Basic Skills, Healthy Schools, Activemark and Eco Schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides a well-rounded education for its pupils. Good leadership and teaching result in good academic progress by pupils and standards that are consistently above average. An outstanding curriculum and high quality care, guidance and support contribute strongly to pupils' excellent personal development and well-being. Parents greatly appreciate the level of care and attention shown to their children by the staff. One typically commented, 'I have found that everyone goes the extra mile to help with all aspects of my children's needs in all classes.' Other parents of children relatively new to the school observed, 'The boys are already happy at school and are being challenged appropriately. We can see them making progress in all aspects of their education, be it emotional, social, intellectual or physical.'

Effective leadership and teamwork have established a harmonious and inclusive school community, which enjoys a good reputation locally. The school has an accurate view of its strengths and of where to focus its energy for further improvement. It has well established procedures for monitoring its work and has made good improvement since the last inspection. The distribution of leadership across the staff is effective and provides the school with a good capacity for further improvement. Positive links with parents, local secondary schools and external agencies support the work of the school. Wider links overseas and curriculum topics contribute to pupils' growing awareness of their place in the global community. The school has plans to review its curriculum to include a more coordinated approach to promoting community cohesion even more effectively.

Pupils really enjoy school, which is reflected in their excellent attendance and positive attitudes to learning. The outstanding range of curriculum and other activities is a great source of motivation. Information and communication technology (ICT) provision is very good indeed and pupils are very competent in this area as they have extensive opportunities to apply their skills in exciting ways. The programme for personal, social and health education (PSHE) is also a strong feature of the curriculum, providing pupils with excellent opportunities to develop awareness of themselves and others, and to develop important life skills to support them in the future. Excellent relationships between staff and pupils also contribute to pupils' sense of safety and well-being. Because the school runs smoothly and there are good systems in place, pupils feel secure and well supported. They develop the ability to use their initiative, contributing positively to the community with increasing responsibility as they mature and develop.

The Reception Year provides children with a positive foundation for their learning, which is built upon successfully as they progress through the school. Central to the school's vision is a commitment to meeting pupils' individual needs. To this end, pupils' progress is monitored very carefully and anyone at risk of falling behind is given extra attention and support. There are good procedures for setting individual targets for pupils and for sharing these with them and their parents. Although the school's standards are consistently above national averages in English and mathematics, the school's leaders are not complacent. They aspire for more pupils to reach higher levels and recognise that more ambitious targets will help to achieve this. The quality of teaching is generally good and always planned with pupils' differing needs in mind. On occasion, teaching lacks the precision necessary to enable all pupils to be crystal clear about what they are learning and what they should do next. However, at other times, teaching is outstanding and so skilful that it enables all pupils to make exceptionally good progress.

Effectiveness of the Early Years Foundation Stage

Grade: 2

When children start at the school, their skill levels are above those generally expected for their age. Girls tend to be slightly more advanced than boys. Excellent organisation and care, including good induction arrangements and liaison with parents and pre-schools, help children to settle well, learn routines quickly and grow in confidence. Good leadership, teaching and an interesting range of well-planned activities ensure that children make good progress and by the end of Reception, reach standards that are above average in all areas of learning. Children's personal development and well-being are outstanding, strongly promoted by the patient approach of the staff. They listen and explain things very carefully to the children, using their observations and assessments to build step-by-step on children's learning. All children thoroughly enjoy school and are keen to try out new experiences. Many are confident, articulate and capable of tackling sophisticated activities. They cooperate very well with each other and display a good awareness of what it means to belong to a class and school community. Resources are of high quality and used effectively, including the outdoor area, which is used come rain or shine to extend learning.

What the school should do to improve further

?Set more ambitious academic targets for pupils. ?Ensure teaching provides precise learning objectives that extend all pupils, and enables them to understand their learning and measure their progress.

Achievement and standards

Grade: 2

Standards at the end of Year 6 have been consistently above average in English, mathematics and science for the last five years, with some fluctuations between subjects. In the 2007 national tests, the science results were exceptionally high. Provisional results for 2008 show improvement in the English results, notably in writing. Results of the Year 2 national assessments are also consistently above average and in 2007 they were significantly so. The 2008 Year 2 assessments indicate a similar proportion of pupils attaining the higher Level 3 in writing as in 2007 and further improvements in mathematics and reading.

Good progress is made by all pupils in relation to their starting points. This includes pupils with additional learning needs and those who join the school at times other than the usual starting points.

Personal development and well-being

Grade: 1

Pupils' friendliness and consideration for each other contribute greatly to the school's warm, family atmosphere. Problems with behaviour or bullying are rare and should they occur, pupils feel they are resolved effectively. There is a lively, productive buzz in school generated by pupils' keenness to learn and participate actively. Responsibility begins early on and develops progressively with the various jobs and opportunities presented to pupils as they move up the school. Pupils' excellent understanding of the importance of healthy lifestyles is successfully promoted through PSHE, physical education, science and a range of school activities including 'wake and shake', break-time fruit and visits from the Life Skills Bus. Pupils' social, moral,

spiritual and cultural development is outstanding. The school recognises that pupils' cultural development would benefit from further exploration of different cultural groups within Britain.

Quality of provision

Teaching and learning

Grade: 2

Teaching is generally good and never less than satisfactory. Lessons are usually interesting and well planned, with clear learning objectives that are shared with the pupils. Pupils concentrate well, work productively and take pride in their work. Some lessons really inspire pupils and result in excellent progress. This happens when skilful, dynamic teaching extends learning through stimulating activities that provide sufficient challenge and ensure pupils' full involvement and understanding. On occasion, guidance in lessons and marking lack sufficient precision to guide individual pupils to the next step in their learning and this constrains their otherwise good progress. ICT is widely used and much enjoyed by pupils to research, present or enhance work in a range of subjects.

Curriculum and other activities

Grade: 1

The curriculum provides a rich and balanced education for the pupils. It is extended by an extensive range of enrichment and extra-curricular activities, including educational trips, visitors to school, and clubs at lunchtime and after-school. Particular attention is given to pupils' personal and social skills, alongside their academic development, through an effective PSHE programme. Provision for ICT is of high quality, enhanced by staff whose expertise is shared across the school. The school's various awards and overseas links help to strengthen pupils' awareness of diversity and the environment.

Care, guidance and support

Grade: 1

The school gives high priority to the care and welfare of its pupils. There are effective systems in place to support pupils' health, safety and security as well as their academic needs. These include rigorous measures for child protection and links with appropriate agencies to support pupils with learning difficulties and/or disabilities. Careful induction and transition arrangements successfully manage the relatively high turnover of pupils, and minimise potential disruption to learning. Supervision in the playground is good, behaviour is managed positively and pupils say they feel safe. A constructive approach to promoting good attendance continues to secure improvement. Pupils and their parents are kept well informed about their National Curriculum levels and academic progress, and guidance is generally helpful.

Leadership and management

Grade: 2

The headteacher provides clear direction and has established a supportive culture in which the staff and governors work as an efficient team. Roles and responsibilities are effectively distributed and undertaken. There are established systems for evaluating and improving key areas of the school's work and for taking account of pupils' and parents' views. The governing

body fulfils its statutory duties and its role as a critical friend by taking an active part in monitoring, evaluation and planning for improvement. The school has rigorous systems to ensure pupils make good progress and is ready to extend its successful track record by setting even more challenging targets for its future performance.

Parents are kept well informed by the provision of newsletters, a website, information and consultation meetings, and a text messaging system. An open-door policy enables parents to visit school freely to discuss concerns with the headteacher. The school has plans to extend the information provided about their children's progress. Parents of almost two thirds of pupils on roll replied to the inspection questionnaire, which is a measure of strong support. The overwhelming majority of parents who replied responded favourably.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

24 September 2008

Dear Pupils

Inspection of Catcott Primary School, Bridgwater, TA7 9DH

Thank for your help when we came to inspect your school recently. We enjoyed talking to you, hearing your views and seeing you in lessons. I am writing to tell you what we found out about your school.

Yours is a good school. It is friendly, welcoming and well run. Children settle well and get off to a good start in Reception. By the end of Year 6, the standards you reach in literacy, numeracy and ICT are above average. These and your positive attitudes and mature outlook equip you very well for your future learning and lives. The staff look after you extremely well and this helps you to feel safe and confident. You work hard, make good progress and really enjoy school because the teaching is good and you have an excellent range of interesting activities to help you with your learning. We were particularly impressed with your outstanding behaviour, the way you get on so well together and the consideration you show towards each other.

The headteacher, deputy and governors do a good job and are always looking for ways to make your school even better. We agreed with them that even more of you are capable of reaching high standards and we have made some recommendations to help this happen.

?Make sure the school's leaders aim high when they set targets for you. ?Make sure teachers explain precisely to you what you are expected to learn each lesson and how to move on to the next level.

You can help too by following your teachers' advice and by letting them know if you are not sure. Thank you again for giving us such a warm welcome. We wish you all success in the future.

Yours sincerely

Jill Arnold Lead inspector