

Catcott Primary School

Manor Road, Catcott, Bridgwater, Somerset, TA7 9HD

Inspection dates 24–25 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good. Their attainment in English and mathematics has been above national levels at the end of Year 6 in recent years.
- The quality of teaching is good, with some practice of high quality.
- Pupils, including disabled pupils and those with special educational needs, make good progress in all year groups.
- Staff and pupils share a strong belief in the values of the school and are proud to be part of Catcott. The school values the contribution of every individual.
- Pupils are confident, considerate and take good care of each other.
- The vast majority of parents and carers consider that their children are well looked after and taught well.
- The curriculum is inspiring and varied, providing exciting and rewarding experiences for pupils. There is a busy programme of visits, special events and a broad range of extra-curricular activities, which promote pupils' spiritual, moral, social and cultural development extremely well.
- The high quality of care, combined with good teaching and effective planning, ensures that reception children achieve well.
- Leadership and management are good. The headteacher and governors have successfully managed the recent period of transition, involving a number of staff changes, and have ensured that continuity and good standards have been maintained.

It is not yet outstanding because:

- Not enough teaching is of the highest quality. As a result not all pupils achieve their full potential.
- The senior leadership team needs to be developed further to support the headteacher with ongoing school improvement.
- The level of boys' achievement in writing is below that reached in reading and mathematics. There are not enough occasions for pupils to practise and apply their writing skills in other subjects.

Information about this inspection

- All staff were observed teaching. A total of 19 lessons and one assembly were seen. This included four joint lesson observations with the headteacher.
- The inspectors heard pupils from Years 2 and 3 read individually and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with the headteacher, a group of pupils, the parent support advisor, the special educational needs coordinator and the Chair of the Governing Body with one other governor.
- A telephone call was made to the school improvement partner.
- The inspector looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, the school's checks on how well it is doing, curriculum and lesson plans and governing body documentation.
- The inspector also looked at the work pupils were doing in their books.
- Informal discussions with parents and carers took place at the beginning and end of the school day and the 39 responses to the online questionnaire (Parent View) were considered. Responses from 20 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were scrutinised.
- The inspectors also visited the breakfast and after-school clubs.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Fran Ashworth

Additional Inspector

Full report

Information about this school

- Catcott is a smaller than average-sized primary school situated near Bridgwater.
- The vast majority of pupils at Catcott come from White British backgrounds.
- Pupils are taught in seven classes, one for each year group.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent or carer in the armed services and pupils known to be eligible for free school meals, is below the national average. There are currently no children on the school roll with a parent or carer in the armed services or in local authority care.
- The proportion of pupils who are disabled or have special educational needs and are supported through school action is below the national average.
- The proportion of pupils supported at school action plus or through statements of special educational needs is significantly below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school operates a breakfast club and after-school club; both are run by the governing body and were observed as part of the inspection.
- In September 2013 three new members of the teaching staff joined Catcott, including the present deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that the level of challenge and teachers' expectations of what pupils can achieve are always high, especially in boys' writing and for the more-able pupils
 - providing teachers with clear steps on how to improve their teaching and following these up with regular observations
 - agreeing what makes an outstanding lesson and sharing and embedding best practice.
- Develop the senior leadership team to assist the headteacher with school improvement by:
 - providing new subject leaders with opportunities to check the quality of teaching and learning
 - ensuring that the skills of all middle leaders are fully developed, giving them increased independence and accountability for the tasks allotted to them.

Inspection judgements

The achievement of pupils is good

- Children's experiences and skills when they join the Reception Year class vary each year but are usually in line with those typically found for this age group. Children make a good start in the Reception class, particularly in the development of their key literacy, communication and mathematical skills. Results in 2013 show that the majority of children reached above expected levels when they joined Year 1.
- Pupils make good progress throughout Key Stage 1 and results achieved at the end of Year 2 have improved in recent years with pupils attaining above national average results in reading, writing and mathematics in 2013.
- Since the last inspection, pupils' attainment, as measured by national tests at the end of Year 6, has typically been above average. In 2013 the proportion of pupils attaining the expected Level 4 in English and mathematics was above average, and an increasing number of pupils are attaining the higher Levels 5 and 6.
- Standards attained in writing at the end of Key Stages 1 and 2 were above the national average in 2013 but not as high as those attained in reading and mathematics. The school has identified this discrepancy and has put in place strategies which are already beginning to narrow this gap.
- Pupils achieve well in mathematics and there are ample opportunities to carry out practical investigations and solve problems that are relevant and relate to real-life situations.
- Pupils are encouraged to read regularly at home and at school. An effective programme to support the teaching of phonics (the links between letters and sounds) is in place and provides the foundation for the development of pupils' good reading skills in Key Stage 1. Pupils get regular opportunities to read during each school day and teachers make sure that their knowledge of phonics is reinforced in all subjects. A high proportion of Year 1 pupils exceeded the expected standard in the most recent phonics screening check.
- The small proportion of pupils supported by the pupil premium funding progress as well as their classmates and attain similar standards to those of other pupils. Pupils benefit from their needs being identified early and funding is allocated appropriately to provide effective support through frequent one-to-one or small-group sessions as well as enrichment opportunities. The 'Rocket Room', a space where pupils can be calm and focus on their learning, plays a vital role in this provision.
- There are no discernible differences in the progress made by different groups of pupils, including disabled pupils and those with special educational needs. This is evidence of the school's commitment to promoting the equality of opportunity for all.
- The 'Pupil Tracker' system, which monitors and records each individual pupil's level of progress, provides the school with extremely accurate data. All staff have detailed and extensive knowledge of how well individual pupils are doing. The tracking data are analysed to highlight any areas of provision that require strengthening and any individual pupils or groups who require additional targeted support in order to make the progress they are capable of.

The quality of teaching is good

- Teaching is and has been consistently good over time with some examples of outstanding practice. There are positive relationships between teachers and pupils in lessons and this empathy reinforces pupils' learning.
- Almost all of the pupils' attitudes to learning are enthusiastic and they are successfully encouraged to become independent learners and, where appropriate, to take risks.
- Teachers possess good subject knowledge and their lessons have clear learning goals. There is a good balance between the teachers' input and time given for pupils to complete their tasks on their own or in groups. In the majority of lessons there is a sense of urgency and an eagerness

to learn which combine to ensure pupils make good progress.

- Teachers regularly use varied and stimulating resources that engage their pupils. For example, Key Stage 1 pupils were observed handling and discussing a fascinating range of artefacts from past decades which they had brought into school.
- Teachers usually deliver well-planned, lively lessons which are clearly enjoyed by pupils. Teachers' questioning ensures that pupils concentrate on the current task. All pupils play an active role in learning activities and Catcott places a high priority upon building confidence and self-esteem. This confidence was seen at an early stage in their education when reception pupils were observed rehearsing their play based on 'Room on a Broom'.
- In a small number of lessons activities are not linked closely enough to individual pupils' abilities and are therefore not challenging enough. On these occasions, more-able pupils are not always stretched by the tasks they are set. Also, in some lessons, opportunities for pupils to practise and develop their writing skills are sometimes missed.
- Teachers' require more guidance on how to improve their practice, together with more frequent observations and confirmation of what constitutes outstanding teaching.
- Marking and both verbal and written feedback to pupils on how well they are doing are of a high quality in all year groups.
- Teachers ensure there is a clear focus on encouraging pupils' reading skills. Regular phonics sessions and guided reading activities support the development of pupils' reading skills and a love of books.
- Outdoor learning is central to the curriculum at Catcott and all year groups have at least one outdoor lesson each week. During the inspection Year 3 pupils were observed enthusiastically carving pumpkins and relating this activity to the five senses.
- Class teachers work closely with teaching assistants to ensure that those pupils requiring additional direction and encouragement get the support they need in order to make progress in line with that of their peers. Pupils eligible for the pupil premium receive extra help from teachers and support staff, which enables them to make good progress
- From Reception onwards, computers are regarded as tools for learning in all subjects and pupils develop a high level of proficiency in information and communication technology (ICT). This advanced level of competence was demonstrated by Year 2 pupils who rapidly grasped the concept of Venn diagrams through working individually on an interactive programme.
- External specialist sports teachers teach high-quality multi-sports lessons which support the school's commitment to instilling an understanding of the importance of a healthy lifestyle.
- The school has successfully developed and extended pupils' sporting opportunities and has allocated funding appropriately. Pupils regularly take part in regular sports fixtures and tournaments and receive an extensive range of coaching, including in sports such as gymnastics, at which pupils have competed successfully at national level.

The behaviour and safety of pupils are good

- The behaviour of pupils is good and almost all of the pupils respond well to teachers' expectations within the school.
- Pupils enjoy their time at Catcott and are genuinely proud of their school. As they progress through the school they develop a strong sense of shared ownership.
- The majority of pupils have positive attitudes and are always enthusiastic in the classroom. They work well in groups and on their own. A very small number of pupils have behavioural, emotional and social disabilities and from time to time demonstrate challenging behaviour. This behaviour is well managed and rarely interrupts the learning of others.
- Pupils at Catcott are polite and respectful to staff and to all visitors. They play and work together naturally, both in the classroom and around the school. Friendships are secure and the relaxed atmosphere allows all pupils to feel calm and at ease. Incidents of serious misbehaviour are

extremely rare.

- Virtually all the parents, carers and pupils who were spoken to or who responded to the online questionnaire (Parent View) agree that the pupils are well behaved and confirmed that the school was caring and that all adults were approachable.
- Pupils contribute well to the life of the school. They enjoy and benefit from taking on extra responsibilities, for example, by joining the school council. The school works hard to promote an inclusive family atmosphere.
- In the past, attendance has been below average, but the school's efforts to make clear the importance of being at school have resulted in improvement, and attendance is currently broadly average overall. The breakfast and after-school clubs offer an interesting choice of activities and provide pupils with a happy and secure start and end to the school day.
- Pupils are well cared for and feel safe. Relationships are founded on mutual trust and respect and pupils feel confident that staff will sort out any problems they might have. The pupils have a good understanding of how to ensure their own safety and are clear about different types of bullying, including cyber bullying.
- The school's behaviour policies are consistently implemented by staff and understood by pupils. However the recordings of some incidents of inappropriate behaviour are not always detailed enough.
- The school's broad curriculum and positive ethos encourage all pupils to develop strong personal and social skills. Year 6 pupils leave Catcott as mature and well-rounded individuals eager to start the next stage of their education.

The leadership and management are good

- The headteacher's leadership over a sustained period has ensured that good standards of academic achievement and behaviour have been maintained. He has been well supported by governors who share the headteacher's commitment and his continued ambition for Catcott.
- The headteacher and governors' self-evaluation of the school's performance is thorough, honest and challenging. The school improvement plan has ambitious targets and focuses on improving the standards achieved by all pupils, and particularly the more-able.
- The school's leadership has sustained a good quality of teaching. However a few inconsistencies remain and achievement in writing is not as consistently strong as in reading and mathematics.
- Following the retirement of three long-serving teachers there have been new appointments at the start of the year, including a new deputy headteacher, and changes to subject leadership. Some current staff have also 'moved' to teach new year groups. These changes have been well managed by the school's leadership.
- The senior leadership team is at an early stage of development and subject leaders would benefit from increased opportunities to monitor the quality of teaching and learning in their subject, as well as taking on a greater degree of independence and accountability for their curriculum areas.
- Teachers new to the school have settled in quickly and already operate well as part of the staff team. Morale is high and all display a strong level of commitment.
- The school's checks on the quality of classroom practice are accurate and the information gathered from regular lesson observations is used well to set the teachers' performance targets and decide teachers' pay and internal promotion.
- Responses from staff questionnaires and the parents and carers supported the findings of this inspection that the headteacher and governors provide effective leadership and management.
- Improvements to attendance, pupils' outcomes and the quality of teaching give evidence of a secure capacity to sustain improvement.
- The local authority provides only light touch support to this good school, reflecting its confidence in the overall way the school is led. In 2013 the school was categorised as being in the 'above level of performance'.

- The school works well with the great majority of parents and carers although a small minority registered concerns regarding the detail and timing of the school's communication with parents and carers. There is a parents' association which works hard to fund the additional 'extras' the school requires.
 - Safeguarding systems in and around the school are rigorous and secure. The leaders identify and respond appropriately to any concerns regarding child welfare.
 - The breadth of the pupils' educational experience and opportunity at Catcott is extensive and ranges from close links with the Zululu Primary School in Kenya, to visits from the Young Shakespeare Company, whose performance of *Macbeth* during the inspection 'entranced' the pupils. Recent visits to Glastonbury Abbey, the Fleet Air Arm museum and the choir's performance at Wells Cathedral are examples of an exciting curriculum.
 - Well-planned adjustments to the curriculum have also ensured that it is continually evolving to meet the needs of the pupils and engage their interest. A wide range of enrichment activities broadens pupils' horizons. Links with the local and international community and a range of partnerships contribute significantly to the development of pupils' spiritual, moral, social and cultural awareness and understanding.
 - **The governance of the school:**
 - Governors are knowledgeable about the school and offer an appropriate mix of support and challenge. They are reflective and proactive, as well as being committed to its ongoing improvement and development. They have a good grasp of how its performance data compares with similar schools', as well as in the national context. The headteacher involves the governors in the performance management of all staff and they have an accurate understanding of the quality of classroom practice. Governors visit the school as regularly as possible and the Chair of the Governing Body is kept well informed by the headteacher during fortnightly meetings. The governors are well organised and an effective committee structure is in place. Finances, including funding of performance related pay, the allocation of the pupil premium funding and additional primary school sports funding, are well directed and monitored for their impact on improving standards. Governors attend regular training so that they can fulfil their roles more effectively. They ensure that the school meets all statutory safeguarding and safer staff recruitment requirements and that safeguarding procedures are regularly reviewed.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123683
Local authority	Somerset
Inspection number	426815
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Mr Ross Authers
Headteacher	Mr Michael Ellis
Date of previous school inspection	17–18 September 2008
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