

# Old Catton CofE VC Junior School

Church Street, Old Catton, Norwich, NR6 7DS

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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. Standards are improving and the vast majority of pupils in all year groups, including disabled pupils and those who have special educational needs, achieve well.
- Pupils learn to read well. They use phonics skills (linking sounds and letters) effectively, understand what they are reading and use their skills of predicting what will next occur in a story to good effect.
- Pupils eligible for the pupil premium make good progress.
- Teaching is mostly good. Pupils are interested in their work, enjoy learning and respond very well to teachers' questions.
- The school has a positive set of values and pupils feel safe. They get on well with each other so bullying is rare and behaviour is good. Attendance continues to improve.
- The school's leaders have a clear focus on raising standards, improving teaching and enabling pupils to achieve well.
- The governing body is effective in challenging and supporting the school. Governors know the strengths of the school and what still needs to be done for it to go further forward.

### It is not yet an outstanding school because

- Pupils' progress in writing is not as good as it is in reading.
- Teaching assistants are not used to full effect in helping pupils to make progress, particularly in the opening and closing parts of lessons.
- Teachers do not record when pupils have been given personal targets. Neither do they record how many times pupils have been successful in meeting their targets.
- School leaders do not always follow up agreed improvement points for teachers regularly enough.
- The best practice in the school has not been shared widely enough to bring about consistently good teaching in every subject.
- Pupils' personal targets are not shared with parents often enough in a written form so that they can better support their children's learning.

## Information about this inspection

- Inspectors observed teaching in 17 lessons taught by nine teachers and/or teaching assistants. Four of these lessons were observed together with the headteacher.
- Samples of pupils' work in English and mathematics were analysed from Years 3, 4, 5 and 6. An inspector listened to pupils reading from Years 3 and 6.
- Meetings and discussions were held with school staff, a group of pupils, members of the governing body and an adviser from the local authority.
- Inspectors took account of the 26 responses to the online parent questionnaire (Parent View), parents' responses to the school's own recent survey and 11 questionnaires completed by staff.
- Inspectors looked at a range of evidence including: the work in pupils' books; monitoring records; the school's own data on pupils' progress; minutes of governing body meetings; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

David Herd, Lead inspector

Additional Inspector

Jackie Cousins

Additional Inspector

## Full report

### Information about this school

- Old Catton CofE VC Junior School is smaller than most junior schools.
- Most of the school's population is White British. Other pupils in the school come from a range of minority ethnic groups.
- The proportion of pupils supported by the pupil premium is average. This provides extra government funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, and those supported through school action plus or with a statement of special educational needs is average.
- The school has become federated with White Woman Lane School since the previous inspection. Both schools have had one governing body since September 2012, and one headteacher since September 2009.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching to a consistently outstanding level, so that pupils always make, at least, good progress, particularly in writing, by:
  - making sure that teaching assistants are fully deployed to support pupils in their learning in all parts of the lesson
  - recording in detail when pupils have been given their personal targets and when they have achieved them.
- Improve the leadership in, and management of, the school, by:
  - following up agreed improvement points for teachers more regularly than once per term
  - sharing the best practice in teaching and learning already present in the school
  - providing parents with a written copy of pupils' targets at least once per term.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well and their achievement continues to improve. Children enter the school with skills that are broadly average, and sometimes above. They make good progress in reading in all year groups so that by the end of Key Stage 2 they are attaining standards that are above those expected for their age.
- Pupils read widely and often. They enjoy fiction and non-fiction, finding information about things that interest them. They use their phonics skills well to work out what words say, understand what they are reading and can make sensible predictions about what might happen next in a story.
- They also achieve well in mathematics because they learn to calculate accurately and then use these skills in other aspects of their learning. They learn to measure lengths and capacity and use their skills of estimation effectively.
- Pupils' progress in writing is not as rapid. This is because pupils do not apply the skills they have learned consistently in their writing. They engage keenly in discussion about topics that interest them, but then are slower to organise their thoughts in a written form.
- Disabled pupils and those who have special educational needs make good progress. This is because their needs are identified early and they are provided with a carefully chosen range of targeted support. Their progress is checked closely and further support provided if necessary.
- The progress of pupils eligible for support from the pupil premium is good. Support is targeted well and additional teaching and support programmes ensure that these pupils attain as well as other pupils in the school and similar pupils nationally, especially in reading and mathematics.
- The achievement of pupils from minority ethnic groups is good. They make good progress in reading, writing and mathematics.
- It is too soon to evaluate, accurately, the impact of the federation on pupils' achievement.

### The quality of teaching is good

- Pupils develop good relationships with their teachers and teaching assistants. These helpful relationships create an environment where pupils can achieve well. Pupils speak well of their teachers and other adults who, in turn, are very loyal to the school and want to do their best for the pupils.
- Teachers are regularly held to account for the progress their pupils are making through meetings with the headteacher. The performance of every pupil is tracked and any pupil with additional needs is supported effectively, ensuring that all pupils achieve well, especially in reading.
- Teachers have high expectations of what pupils can achieve and what their behaviour should be like. Teaching is not yet outstanding because teachers do not always make sure that teaching assistants are fully deployed at the start and end of lessons. Consequently, although disabled pupils and those who have special educational needs are well supported in most of the time in lessons and achieve well overall, they receive less direct help with their learning at the beginning

and end of lessons when the staff are diverted by other responsibilities.

- The teaching of reading is good. Focused guided reading sessions make sure that pupils are able to build on their early reading skills. Features of these sessions are teachers' good use of questions that make pupils think carefully and reflect on their reading. This leads to pupils being able to reach conclusions by reasoning, inference and prediction.
- The teaching of writing is often well planned and well modelled. Teaching gives pupils the tools to become good writers and helps them understand how they can make their writing interesting. However, in other lessons, while pupils engage eagerly in discussion, teachers do not monitor closely enough pupils' progress towards the subject targets set, so pupils are not pressed harder to reach the targets and this slows their progress.
- Teachers generally set pupils challenging targets to reach in main subjects. However, the occasions when pupils' targets have been set are not stated. It is also not indicated when pupils have met their targets because teachers do not record when pupils have been successful.
- The teaching of mathematics is usually good. In these situations all groups of pupils use their skills of calculation, estimation and measurement well. Occasionally, not all pupils' learning needs are well met because they are not fully challenged to achieve their very best in the subject.
- Teachers know their subjects. They check the progress pupils are making in lessons and use questions well to assess how successfully pupils are learning. Sometimes this leads to teachers making considered decisions to deviate from their planning and adjust the learning appropriately.
- Disabled pupils and those who have special educational needs are well taught. Teachers and teaching assistants take time to consider the needs of each individual pupil and design programmes to match their ability levels. The teaching of catch-up programmes in reading are effective because they are delivered through short, sharp, highly focused sessions that bring about good progress.
- Pupils' work is well marked, noting what they have done well and what needs to be improved. This means that pupils know what they need to do next in their learning.
- Classrooms are positive learning environments. Teachers use websites and blogs well to provide extra interest. They make sure that there are many things in the room and on the walls that pupils can use to help them do their best in their learning.
- The school has plans to make the most of its link to the partner school, but the impact on teaching is too soon to evaluate.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn in lessons. They usually participate well and work collaboratively and independently without fuss, maintaining their effort and concentration. Lessons are rarely disrupted due to bad behaviour.
- Pupils, parents and staff are positive regarding pupils' behaviour. One pupil said, 'Behaviour is fine, everyone gets on.' Behaviour in lessons, around the school and on the playground is good.

- In all classes, pupils have good relationships with the adults that work with them. Staff provide clear guidelines on what is acceptable behaviour and this leads to a purposeful learning environment where pupils achieve well.
- Derogatory language has been eradicated and bad language is rare. This is because senior leaders have explained that it is unacceptable.
- Pupils say that they feel safe in school. They have a good understanding of what constitutes an unsafe situation, including the importance of being safe on the internet. They are aware of bullying but say that it is rare. They know who to go to if there are any concerns and say that the few incidents are dealt with effectively by the school staff.
- Pupils are proud of their school and their sporting and artistic achievements. They say that they are treated fairly and are allowed to have their say. They say that they are supported well in their learning by their teachers and teaching and learning assistants.
- Pupils' attendance has continued to improve since the school was last inspected and most pupils attend regularly. Pupils are rarely late for school and there have been no exclusions from school in recent years. School systems for promoting better attendance and monitoring punctuality are effective.

### **The leadership and management** are good

- The headteacher has a clear vision for the school's future. This is shared by staff and governors. Plans for improvement are correctly focused on bringing about more improvement to the quality of teaching and pupils' achievement.
- Senior leaders use a range of approaches, including rigorous evaluation of data on pupils' achievements and observing teachers at work, to check on the effectiveness of teaching. This leads to the school having good understanding of what it does well and what needs to be improved. This information is recorded concisely in its self-evaluation. However, following observations, agreed development points for teachers are not followed up quickly enough. Consequently, some teaching does not improve as rapidly as intended.
- Arrangements for judging teachers' performance are robust. There are links between teachers' performance and pay progression. Senior leaders know where the best teaching is located.
- Pupils' learning, in a range of subjects, is well planned. The school provides a range of clubs and activities including artistic, sporting and musical experiences. These add to pupils' enjoyment of school and develop their confidence.
- Pupils' spiritual, moral, social and cultural development is promoted well through interesting lessons, classroom environments, displays and assemblies. Pupils work well together in collaboration and discussion. They learn to listen to others and respect their comments. Moral issues are explored through newspaper articles. Pupils' understanding of local and global issues is promoted well through, for example, an ECO-club display.
- The school tackles discrimination well and promotes good relationships and equal opportunities for all pupils. As a result, all pupils get on well with each other and make good progress in their learning.
- The school helps pupils to prepare for life in a modern society and makes sure that all groups of

pupils have an equal opportunity to succeed. Discrimination of any kind is not tolerated.

- Parents are satisfied with the way the school keeps their children safe, happy and well looked after. They do say, however, that the school does not provide them with sufficient information regarding their children's progress. Pupils' personal targets are not shared with parents often enough in a written form. Therefore, parents cannot align their support for their children's learning with what the school is doing as well as they would like.
- The school works effectively with a range of partners and services – for example, for staff training. Teachers and teaching assistants have benefited from advice and guidance that has helped improve teaching, for instance, in their questioning, for all groups of pupils. This has led to good levels of care and guidance for the pupils, ensuring that they make good progress.
- The school has received good support from the local authority. Work has included undertaking a review of data on pupils' achievement and joint lesson observations. Previously, help was provided for the governing body. Support has been timely, effective and appreciated by the school.
- **The governance of the school:**
  - Governance has improved since the previous inspection. Governors have taken strategic decisions, for example, in the formation of the formal federation. This has secured the leadership of the school by the schools having a shared governing body and headteacher. However, it is too soon to evaluate the impact of the formal federation on leadership.
  - Governors know the strengths and weaknesses of the school. They make regular visits to the school to check on improvements. They hold the school to account for the quality of teaching, pupils' achievement, behaviour and safety by asking challenging questions of school leaders.
  - Improvements have been made to develop the governing body's role in monitoring and evaluating the school's performance. Assessment procedures are rigorous. These strengths are helpful in ensuring the school's strong capacity to secure further improvement.
  - Governors use arrangements to manage staff performance effectively to bring about improvements to the quality of teaching. They make sure that pay reflects teachers' success in enabling pupils to achieve well.
  - They make sure that resources are used well to get value for money. They know how the pupil premium is allocated, how it is used in school and the impact it has on making sure the pupils it is intended to support achieve well.
  - Statutory duties are met and the school has robust systems to ensure that all safeguarding requirements are in place.

## 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

<b>Unique reference number</b>	121050
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	401994

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

<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Leggett and Alison Clabon
<b>Headteacher</b>	Ashley Best-White
<b>Date of previous school inspection</b>	30 September 2009
<b>Telephone number</b>	01603 426973
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