

Inspection of a good school: Catton Grove Primary School

Weston Road, Norwich, Norfolk NR3 3TP

Inspection dates:

28 and 29 September 2021

Outcome

Catton Grove Primary School continues to be a good school.

There has been no change to Catton Grove Primary School's overall effectiveness judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to school. It is a safe and enjoyable place in which to learn. Pupils say the school is 'really sporty', and there are lots of clubs and activities for them to choose from. They love learning and playing in the school's excellent outdoor areas. Pupils take great pride in the displays of their work in corridors and classrooms.

Expectations of pupils are high. They are taught how to respect and care for others, and how to behave well. They feel free from bullying and know that any member of staff will help them if they have concerns. They are taught how to stay safe when in school and when using online technologies. In lessons, pupils work hard to learn and to catch up on what they have missed due to COVID-19 (coronavirus). They are expected to read often, both in school and at home.

The school serves its community well. Parents are welcomed into school. Pastoral care for pupils and their families is strong. Staff go out of their way to support pupils and keep them from harm. Children joining Nursery and Reception classes get off to a good start. They settle quickly and gain the skills needed for the next stage.

What does the school do well and what does it need to do better?

Leaders provide strong support and care for pupils, especially those known to be disadvantaged or vulnerable. Leaders show a clear vision for the school's further development and improvement. They have designed a new, ambitious curriculum and updated planning materials. Staff say this change has been manageable and they feel well supported by leaders.

The teaching of early reading is firmly based in pupils learning their phonics. Teachers follow a common approach to introducing new letters and sounds and teach pupils how to blend these sounds into words and sentences. Staff are supportive and help pupils to practise new learning in an active, enjoyable way. Some staff are new and need time to develop these effective techniques. In lessons, staff do not consistently check that all pupils practise saying new letters and sounds accurately enough.

Staff use the information they gather from assessments to help identify which pupils are doing well and which pupils may need extra support. This support is in place for any pupil who needs more help to become a better reader. When young pupils read aloud, they show that they know how to sound out letters and blend them into words. Older pupils build on this good start and become confident, fluent readers.

Pupils develop an interest in mathematics from an early age. Curriculum plans are used consistently. Teachers lead short 'maths meetings' in lessons to help recap prior learning before moving on to the next stage. Regular assessment and opportunities to practise calculations and solve problems help pupils to secure a good understanding of the subject.

Curriculum planning is not used consistently well. In some subjects, it is not always clear what pupils will learn or what they are expected to remember over a series of lessons or years. Learning is not planned as well as it should be so that pupils can build on what they already know and can do. In some subjects, pupils would like teachers to spend more time going over new learning so that they understand fully before moving on. For some pupils, teachers do not provide opportunities for pupils to deepen their understanding as well as they could.

Leaders continue to improve the provision for pupils with special educational needs and/or disabilities (SEND) to enable these pupils to generally learn well. A new leader has implemented systematic procedures to identify pupils' needs, set targets for them and check how effectively teachers adapt the curriculum to meet these needs. These procedures have not been fully evaluated to gauge how well they work.

Leaders ensure that the youngest children are happy, settled and are looked after effectively. The provision for two- and three-year-olds is well-thought through. Staff know families well. Adults have appropriate policies and practices in place, so children are kept safe. Children enjoy learning both indoors and outdoors. The environment is safe, clean and stimulating. Staff are suitably trained to develop children's early language and communication.

In discussion with the headteacher, the inspectors agreed that ensuring that new curriculum planning is used consistently, and checking the impact that new leaders and staff have on improving the school, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

An experienced team of designated leaders ensure that the safeguarding of pupils has a high profile. There is a strong culture of safeguarding. Staff understand fully that it is everyone's responsibility to protect pupils from harm. Staff are suitably trained and know what to do if they have concerns. Robust procedures are in place for logging concerns and ensuring that they are routinely followed-up. Links with other support agencies are well established. Access to the school site is carefully controlled.

The school's single central record shows that all the necessary checks are made when appointing adults to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of education across the curriculum is not of the same high quality across all subjects, particularly in some foundation subjects. Pupils do not build on what they already know, understand and can do so that they can make the best progress possible. Leaders should ensure and check that their new curriculum planning for all subjects is taught in line with leaders' intentions.
- Some leaders and staff are new to their roles, and some have taken on new responsibilities. The impact of their work on improving the quality of education in their areas of responsibility is in its infancy. Senior leaders and governors should monitor and evaluate the impact of their work this year to ensure that they all make a significant contribution to school improvement.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6 July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	134960
Local authority	Norfolk
Inspection number	10199909
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	681
Appropriate authority	The governing body
Chair of governing body	Darren Woodward
Headteacher	Catherine Lorne
Website	www.cattongrove.norfolk.sch.uk/
Date of previous inspection	6 July 2016, under section 8 of the Education Act 2005

Information about this school

- The school is much larger than average.
- The school is maintained by Norfolk County Council.
- A new headteacher was appointed in November 2020.
- Most pupils are white British. A higher-than-average proportion of pupils have English as an additional language.
- The proportion of pupils with SEND is above average.
- The proportion of pupils with an education, health and care plan is below average.
- The proportion of pupils eligible for the pupil premium is well above average.
- The school does not make use of any alternative, off-site provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher and other senior leaders, a range of middle leaders and support staff, and five groups of pupils. An inspector held an online meeting with three members of the governing body, including the vice-chair, and held a face-to-face meeting with the chair of the governing body.
- Inspectors carried out deep dives into early reading, mathematics, science and history. This included discussions with subject leaders, visits to lessons, meetings with staff and pupils, and scrutinising pupils' work.
- Inspectors scrutinised the school's single central record and met with the designated leader for safeguarding.
- The inspector considered 77 responses to Ofsted's pupil survey, 44 responses to Ofsted's staff survey, and 38 responses and free texts to Ofsted's questionnaire for parents.

Inspection team

John Mitcheson, lead inspector

Her Majesty's Inspector

John Crane

Ofsted Inspector

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