

Catherine Wayte Primary School

Inspection report

Unique Reference Number	132023
Local Authority	Swindon
Inspection number	360351
Inspection dates	21–22 September 2010
Reporting inspector	Graham Lee

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	348
Appropriate authority	The governing body
Chair	David Cassidy
Headteacher	Laura Brierley
Date of previous school inspection	20–21 November 2007
School address	Elstree Way Abbey Meads Swindon SN25 4TA
Telephone number	01793 727405
Fax number	01793 727405
Email address	head@catherinewayte.swindon.sch.uk

Age group	4–11
Inspection date(s)	21–22 September 2010
Inspection number	315904

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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 17 lessons taught by 13 teachers. Meetings were held with governors, groups of pupils and members of staff. They observed the school's work and looked at school documentation including the school improvement plan and information about pupils' progress. They also took into account the views of pupils, staff and 136 parents and carers in their responses to questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- Pupils' current progress in mathematics and writing.
- The extent to which the provision for pupils with special educational needs and/or disabilities is enabling these pupils to make good progress.
- How leaders at all levels and governors are helping to improve the school even further.

Information about the school

This is a larger than average primary school which has grown since the last inspection and continues to expand. Most pupils are of White British heritage and there are no other groups of significant size in the school. No pupils are at an early stage of learning English. About one in five pupils have special educational needs and/or disabilities, which is broadly average. Many of these have moderate learning difficulties and/or social and emotional problems. The school provides pre-school care for its pupils through a breakfast club and after school through the Big Adventure Club. The latter is a private organisation and was not part of this inspection. The school has achieved the silver Eco Schools Award and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Catherine Wayte is an outstanding primary school. Good at its last inspection, it has continued to improve under the inspiring leadership of the headteacher and senior team. They are supported by a talented and committed staff who create a vibrant and warm environment for children to learn in. At the heart of the school's work are outstanding levels of care and support for every child and there is a mutual respect between adults and pupils. As a result, pupils are proud of their school. They really enjoy all aspects of school life, which is reflected in their consistently high attendance. They feel extremely safe and secure and behave exceptionally well. This is recognised by the vast majority of parents and carers who hold the school in high regard. One commented, 'The school has helped me to bring up confident, happy children who love going to school.' This was a typical view expressed by many and reflected in the inspection findings.

Children make a very successful start to their education in the warm and stimulating atmosphere of the Early Years Foundation Stage. They quickly become confident and eager learners and make rapid progress. They continue to make good progress as they move up through the school and their attainment in English, mathematics and science is above average by the time they leave in Year 6. Pupils achieve well because of good teaching and effective systems to track their progress which enable any potential underachievement to be identified at an early stage. Teachers have excellent relationships with their classes and plan interesting activities, which mostly engage and motivate learners of all abilities. In a few lessons, the match of work is not quite right and, as a result, it is too easy, particularly for more-able pupils. Teachers give regular verbal feedback to pupils and there are many good examples of how marking helps pupils to improve. This is not yet entirely consistent and, consequently, some pupils are not clear about how to improve their work.

The school's extremely interesting and creative curriculum contributes to pupils' enjoyment of their education. Pupils' experience is enriched through a wide range of visits and visitors and many club activities, as well as French which is taught throughout the school. Many pupils are enthusiastic participants in the sports activities which contribute to their knowledgeable adoption of healthy lifestyles. Pupils take their responsibilities around the school, as 'Young Leaders', for example, very seriously and this contributes to the calm and harmonious atmosphere. Pupils respect one another's differences and their spiritual, moral, social and cultural development is outstanding.

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The pursuit of excellence is evident at all levels of the school community and staff constantly seek ways to improve the provision for pupils. Leaders celebrate the school's strengths and have a clear view of where improvement is needed. This has resulted in improvements to many aspects of the school's work, for example in the Early Years Foundation Stage and in pupils' attendance, as well as consolidating its strengths. Governors are knowledgeable and play a crucial role in the strategic direction of the school. Consequently, the school has outstanding capacity to maintain its current strengths and to build on them still further.

What does the school need to do to improve further?

- Accelerate the progress of all pupils by making the majority of teaching outstanding by July 2011 through:
 - consistently challenging all pupils to achieve as well as they can, particularly the more able
 - ensuring that teachers' feedback and marking always help pupils to improve.

Outcomes for individuals and groups of pupils

1

Pupils really enjoy their education and this is evident in almost all lessons where they really engage with their learning and apply themselves diligently to the tasks they are given. They take a pride in the work and are keen to improve. They cooperate and collaborate effectively in pairs and groups. They particularly enjoy practical activities; for example, in a Year 2 lesson, pupils were really engaged and worked well together to develop their understanding of electrical concepts such as conduction and insulation. In recent years, some pupils have not been making as much progress as they should in writing. A renewed focus on this area has really stimulated pupils' interest in writing for a wide range of purposes. Consequently, their progress has accelerated and attainment has risen significantly.

Pupils with a wide range of special educational needs and/or disabilities are given very sensitive support which helps them to develop positive attitudes to learning. Those with moderate learning difficulties make good progress as a result and those with emotional difficulties are able to play a full part in school life.

Pupils feel very safe because they have every confidence in the adults around them and know that if they do have any problems, they are taken seriously. They have a good understanding of the importance of a healthy diet and are keen to adopt strategies such as 'the five minute walk zone' which involves many more of them walking to school. They also take a very active interest in preserving the local and wider environments. The impact of this commitment is evident in the school's national awards. Pupils make a very strong contribution to the school community, through the school council, for example, and are active in the local community, having links with local elderly residents and through raising money for a range of charities. Pupils' excellent attendance and attitudes to learning, together with their

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good basic skills, mean they are well prepared for secondary school and the world beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The curriculum is interesting and engaging and promotes pupils' academic and personal progress well. There are very good links between subjects to enable pupils to see the relevance of their learning, and information and communication technology is used effectively to support learning. The school's provision is also very responsive to pupils' needs. There are a range of effective programmes in place to support those who are in danger of falling behind. The setting arrangements have been reviewed to enable pupils of all abilities to make good progress. For example, in a small lower attaining mathematics set in Years 4 and 5, outstanding teaching and individualised support enabled pupils to make exceptionally good progress in their understanding of addition strategies. Teachers use a range of techniques to engage and motivate pupils. There are some examples of outstanding practice where pupils are continually challenged to improve. For instance, in an upper mathematics set in Year 6, pupils were highly motivated to excel through the probing and thoughtful questioning of the teacher. A few lessons do not engage pupils in quite the same way, particularly when teachers talk for too long and activities are insufficiently challenging. Teachers use a wide variety of strategies to assess pupils' progress and there are good examples of self- and peer- assessment. Pupils know their targets but not all are confident they know what to do to achieve them.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The school's exemplary care of its pupils is evident in its support for pupils who are vulnerable in a variety of ways. Staff work in close partnership with parents and carers and a range of outside agencies to meet their needs. Pupils with special educational needs and/or disabilities receive well-targeted support which enables them to become confident learners. Very thorough transition arrangements are helpful for pupils when they are joining or leaving the school. The school's extended care of its families is illustrated through the popular breakfast club which is well attended and provides a very positive start to the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has been very successful in establishing a clear vision for the school based on high expectations and continuous improvement. Morale is very high and all members of staff strongly agree that they are proud to be associated with Catherine Wayte. The headteacher, ably supported by her deputy and other senior leaders, instils a sense of drive and energy throughout the school. The monitoring of the school's provision is robust and, as a result, the quality of teaching is almost consistently good. Leaders are taking effective steps to support teachers and drive up the quality still further. Consequently, pupils' achievement is good and many other outcomes are outstanding.

The governing body are very effective and ensure that the school meets its statutory obligations, for example in regard to the safeguarding of children. Arrangements in this respect are extremely robust and there is a comprehensive understanding of safeguarding issues amongst governors and staff at all levels. The school is inclusive and promotes equality of opportunity extremely well. Consequently, the school is an extremely harmonious place for pupils to play and learn together. There is no evidence of discrimination and all pupils achieve well, irrespective of gender, ethnicity or ability. The school promotes community cohesion extremely well at the school and local levels, although its strategy to develop the national and international dimensions is at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and	1
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driving improvement Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Most children enter the school with skills and understanding that are in line with expectations for their age. They quickly learn to work and play happily together, enjoying exploring the world around them both inside and out. During the inspection, for example, some children were enjoying finding out that pouring water onto a wheel made it turn while others were drawing spiders' webs in chalk from observations. At the same time, some activities were led effectively by the adults to develop children's early language, communication and number skills in particular. This balance of activities ensures that pupils make rapid progress in all aspects of their learning and social skills. By the time they enter Year 1, their attainment is often above expectations for their age although it was lower in 2010 because the children had lower starting points. Adults assess children's progress very thoroughly and use the information to plan what they need to do next to develop their learning. At the beginning of the year, the emphasis is on the development of speaking and listening skills, and sometimes opportunities are missed to extend these skills in play situations. The Early Years Foundation Stage is extremely well led. The leader has high expectations and promotes an excellent team spirit amongst staff. There is a very productive relationship with parents and carers, many of whom spoke warmly of the induction arrangements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Four out of ten parents and carers responded to the questionnaire, which represents a good return. The vast majority were overwhelmingly positive and almost all indicated that their children were happy at school and that they are happy with their child's overall experience. Where they added comments, these tended to praise the warm and welcoming atmosphere in the school, the approachability of staff and the progress their children had made. A very few were critical of communication, particularly about their children's progress. A few others do not feel their children are challenged enough. Inspectors found that systems to communicate with parents and carers, through the texting service and website for example, are very good and that a great deal of information is provided about children's progress. Parents and carers are also welcomed into school whenever they have a concern. Pupils of all abilities were found to be making good progress, although this has improved in recent years.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Catherine Wayte Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 136 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	63	45	33	1	1	1	1
The school keeps my child safe	94	69	39	29	1	1	0	0
The school informs me about my child's progress	52	38	79	58	3	2	0	0
My child is making enough progress at this school	56	41	65	48	8	6	0	0
The teaching is good at this school	64	47	66	49	1	1	0	0
The school helps me to support my child's learning	63	46	66	49	3	2	0	0
The school helps my child to have a healthy lifestyle	68	50	63	46	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	42	63	46	1	1	0	0
The school meets my child's particular needs	55	40	68	50	5	4	0	0
The school deals effectively with unacceptable behaviour	58	43	65	48	3	2	1	1
The school takes account of my suggestions and concerns	44	32	72	53	8	6	0	0
The school is led and managed effectively	72	53	57	42	1	1	1	1
Overall, I am happy with my child's experience at this school	72	53	56	41	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring term 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 September 2010

Dear Pupils

Inspection of Catherine Wayte Primary School, Swindon SN25 4TA

You may remember that I visited your school recently with two other inspectors. We really enjoyed our time at Catherine Wayte and I want to thank you all for being so friendly and helpful. I thought you would like to know what we found out.

You, and many of your parents, are right to be proud of your school because it gives you an outstanding education. Teachers and other adults work hard to provide you with really interesting things to do, both inside the classroom and through additional activities such as clubs, visits and visitors. As a result, you really enjoy school and make good progress. Those of you who find learning a bit more difficult get lots of extra help. We were really impressed with your behaviour and you are a credit to the school. Well done!

Your headteacher leads the school extremely well and she receives very good support from all the teachers and other staff. Even though the school is outstanding, they are keen to make it even better for you. We have asked them to do one thing which we think will help.

To help you do even better, we have asked your teachers to make sure that learning is always hard enough, especially for those of you who find things a bit easier at times. Some of you told us that you are not always sure about how to improve your work. We have asked the teachers to make sure that their feedback and marking always helps you to get better. You can all help by continuing to do your best and working hard to improve even more.

When we visited the school, you were enjoying your 10th birthday celebrations. I hope that all went well.

Yours sincerely

Graham Lee
Lead Inspector

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