

Inspection of St Katherine’s Church of England Primary School

Hilton Road, Canvey Island, Essex SS8 9QA

Inspection dates: 3 and 4 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils live up to their school motto, 'Love your neighbour as yourself'. They know that this means they need to be considerate and compassionate to all others. Pupils are respectful and kind. They know to treat all others equally. Due to this, and their high levels of self-confidence, they are very proud of their school.

Most pupils behave well. They are polite and show good manners. For example, they put chairs away after use and hold doors open to allow others to walk through. Pupils trust that adults will help them. For example, if some pupils have a problem, they know that teachers will listen to both sides before coming to a decision. Pupils are also enabled to try to solve problems between themselves when appropriate. Occasionally, some pupils are not as focused on lessons as they could be. However, they do not disrupt others' learning.

On the whole, pupils achieve well. They work hard and know how important their education is to them now and in the future. They are ambitious because staff instil in them the belief that they can all succeed.

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

The school has well-developed curriculum plans. It has identified the small steps of knowledge that pupils need to learn. Teachers use these to teach interesting and well-planned lessons. They ensure that pupils make connections with past knowledge. This helps pupils have a good foundation for developing their understanding of new ideas. Teachers present information clearly to pupils. They provide appropriate tasks for pupils that help them consolidate their understanding. Children in the early years learn to communicate well. Most staff are well trained to develop children's vocabulary effectively. This prepares children well for their learning in Year 1.

All pupils read often. They particularly enjoy listening to staff reading to them. This aids pupils' understanding of various themes in books. Pupils learn an effective phonics programme. Additionally, they also practise forming letters and spelling words. This prepares them well to become confident writers. Teachers check pupils' phonics knowledge regularly. Staff provide effective targeted support to help pupils' knowledge develop in line with their peers. Children in the early years read a variety of books. This helps them to learn about the wider world and to love books and reading. However, some older pupils who are not fluent readers, do not read books that match their phonics knowledge. As a result, they do not get the practice they need to apply their skills when reading unfamiliar words. This slows their progress towards becoming fluent readers.

The school has made supporting pupils with special educational needs and/or disabilities (SEND) a priority. The changes that have taken place benefit all pupils. For example, pupils can receive more help with completing some tasks. The school identifies pupils' additional needs with help from parents. It also uses advice from

external agencies when needed. Additionally, some pupils with SEND learn a more bespoke curriculum, tailored to their individual needs. Overall, pupils with SEND achieve well.

Pupils behave well. Children in the early years are familiar with the routines, and teachers intervene if they do not follow the rules. Occasionally, some pupils are not as focused in class as they could be. Mainly, teachers address this when it happens. However, this slows the pace of teaching. All pupils enjoy taking part in the well-organised activities at playtimes.

Pupils develop into well-rounded individuals. They are empathetic and well informed about our diverse country. Pupils are knowledgeable about British values, including having a strong understanding of democracy. They are proud to be able to take on the school's many opportunities for extra responsibilities. These enable pupils to participate in community events by raising money for and attending events, such as remembrance services. The school has a wide and interesting range of clubs, trips and visitors that enhance pupils' knowledge, which they enjoy greatly. Pupils are exceptionally well prepared for secondary school.

Leaders and governors ensure that all staff members understand and follow the school's vision and values. This impacts positively on pupils' education. Governors check that the school keeps pupils safe and works to improve the pupils' education. Staff are trained well to enable them to carry out their roles effectively. The school ensures that staff are well supported with their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some older pupils who are not fluent readers do not read books that accurately match their current phonics knowledge. As a result, these pupils cannot practice and reinforce their phonetic knowledge by independently decoding unfamiliar words, which hinders their progress. The school must ensure that all pupils read books matching their phonics knowledge to facilitate faster progress towards becoming fluent readers.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115264
Local authority	Essex
Inspection number	10323628
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair of governing body	Marion Walford
Headteacher	Anne-Marie Taylor
Website	www.stkatherinesprimary.com
Date of previous inspection	13 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian religious character. The school's most recent inspection of its religious character, under section 48 of the Education Act 2005, took place in 2016. The school's next section 48 inspection is due this year.
- The school does not use alternative providers of education.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspectors are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding, including attendance, which puts pupils' interests first.

- Inspectors carried out deep dives into these subjects: early reading, mathematics, design and technology and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with subject leaders and looked at a range of curriculum documentation and pupils' work across other subjects, including science and personal, social, health and economic education.
- The inspectors held meetings with the headteacher, deputy headteacher and SEND coordinator.
- The inspectors spoke to pupils in class, in small groups and on the playground.
- One inspector talked to parents at the school gate before school.
- The inspectors considered responses to Ofsted Parent View, including free-text responses. They also considered the online staff and pupil survey.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

Ania Vaughan

Ofsted Inspector

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