

Cawston Grange Primary School

Scholars Drive, Cawston, Rugby, CV22 7GU

Inspection dates

17–18 October 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Children get off to an excellent start in Reception class so that they join Year 1 with above-average skills and knowledge.
- Teaching is good in all classes and outstanding in Reception and Year 6.
- The vast majority of pupils make good progress throughout the school in reading, writing and mathematics.
- Standards rose in the national tests in 2012 to well above national levels, with an increased number of pupils attaining the higher levels in English and mathematics.
- Pupils enjoy coming to school and this is reflected in their high attendance.
- Pupils receive an excellent variety of exciting and interesting experiences throughout the year.
- Pupils' behaviour is exemplary, both in lessons and around the school. They feel extremely safe in school.
- The headteacher is an exceptionally effective leader. She has managed the school successfully during a period of transition, ensuring that standards and teaching have continued to improve.
- The headteacher is strongly supported by a knowledgeable and highly involved governing body which has challenged leaders at all levels rigorously.
- Highly effective pastoral and welfare arrangements enable pupils and their families to be well supported.

It is not yet an outstanding school because

- Pupils' progress in Years 1 to 5 is not quite as rapid as in the Reception class or in Year 6.
- Sometimes pupils do not know the next steps they need to take to improve their work.
- Teachers do not always match work to pupils' different abilities. That means that pupils are sometimes given work that is too easy or too hard.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons involving nine teachers.
- They held discussions with school leaders, staff, and representatives from the governing body and the local authority, and met with parents at the start of the school day.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- They took account of the 41 responses to the online questionnaire (Parent View) in planning the inspection, and considered the views of parents spoken to during the inspection.

Inspection team

Michael Bartleman, Lead inspector	Additional Inspector
Michael Lafford	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Most pupils come from a White British background.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- A before-school breakfast club, managed by the governing body, runs daily.
- There have been many staff changes since the previous inspection.
- A private pre-school runs on the school site. This is separately inspected.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching so that all pupils make rapid progress over a sustained period, by ensuring that:
 - teachers always match activities in lessons precisely to pupils' different abilities
 - learning moves at a consistently rapid pace in all lessons
 - pupils know exactly how they can improve.

Inspection judgements

The achievement of pupils

is good

- Standards are rising following a period of transition and staff changes. Attainment is above average by the end of Year 6. It is higher in reading and writing than in mathematics as a result of a sharper focus on improving the teaching of reading and writing over the last few years.
- When children start at the school, their skills and understanding are at the levels expected for their age. Highly effective links with the on-site pre-school provider ensure that children settle into school quickly. Children make outstanding progress in the Reception class across all areas of learning.
- Standards rose in 2012 national tests at the end of Year 6 with an increased number of pupils attaining the higher Levels 5 and 6 in English and mathematics. Overall progress is good across the school.
- Pupils' progress in writing is accelerating due to improved teaching, a faster pace of learning and good opportunities to write at length in a range of subjects. Writing tasks are well structured and supported so all pupils can achieve well. This improvement, evident in the lessons observed, was confirmed by the school's data and scrutiny of pupils' work.
- Reading is successfully promoted throughout the school. The guided reading sessions are very well planned and ensure that there is a meaningful link between reading and other subjects.
- Progress in reading is stronger than in writing and mathematics. Pupils of all ages are supported to use a range of strategies that help them to read with confidence. They make excellent use of their knowledge of the sounds that letters make (phonics) to read unfamiliar text and most enjoy reading a wide variety of books.
- Disabled pupils and those who have special educational needs make better progress than other pupils. The support involving well-trained teaching assistants results in at least good and often outstanding progress and enables pupils to work confidently in lessons. The support that these pupils receive is managed effectively by the special educational needs coordinator and well matched to pupils' individual needs.
- Pupils supported by the pupil premium do well across the school. A range of approaches, such as one-to-one support from teaching assistants and the highly effective support from the learning mentor, is resulting in an increasing number of pupils making good or better progress. The pupil premium is also used to enable eligible pupils to take part in a wider range of after-school clubs and individual music tuition.

The quality of teaching

is good

- Lesson observations, scrutiny of pupils' work and the school's monitoring data confirm that the overall quality of teaching is good. An increasing proportion of teaching is outstanding.
- The teaching of reading and writing has improved since the last inspection. Staff training, both within the school and provided by the local authority, has generated greater consistency in the effectiveness of the teaching, which is now consistently good. Teachers' expectations of pupils' behaviour and standards of work are high. The very few pupils who find it difficult to control their behaviour are exceptionally well managed by the teachers and adults assigned to support

them. The recently appointed learning mentor is having a good impact on pupils' attitudes to their work and their achievements.

- In the outstanding lessons, teachers plan tasks that rapidly build on what the pupils are already able to do and make them think hard. Occasionally, the work, particularly in mathematics, does not demand enough of pupils at differing ability levels. Pupils' progress is not as rapid when they are given work that is too easy or too hard.
- Scrutiny of work in books shows that most teachers give pupils exceedingly helpful encouragement about where they have succeeded, as well as feedback about what they need to do next. However, this is inconsistent across the school. Not all pupils know how they can improve their work or move it to the next level. Pupils appreciate being able to talk with their teachers about their learning.
- Reading is taught well. Teachers and teaching assistants confidently and successfully promote the pupils' knowledge and use of the sounds that letters make. They provide interesting opportunities for pupils to read, both for enjoyment and to find information to support their topic work.
- Teachers create opportunities to write in many different contexts, which develop pupils' interests and stamina for writing well. During the inspection, pupils wrote 'picnic plans' in the Reception class, investigations in science and story starts in Year 6. Before they begin to write, pupils often talk to their teacher, and each other, about their ideas.
- Teaching in the Early Years Foundation Stage is outstanding. The team of adults works together very well. The children are encouraged to become independent, both through teacher-led activities and those they choose for themselves.
- The range of activities in the Early Years Foundation Stage is broad and interesting. Adults provide excellent opportunities for children to write, count and play instruments, as well as for extending their physical and creative development.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary. This is reinforced by warm and trusting relationships between pupils and staff. There is a strong and explicit emphasis on teamwork in the school and pupils respond to this very positively. Pupils have a great pride in their school and their involvement in the school's behaviour and value codes make a marked contribution to the outstanding behaviour.
- Pupils work together very well. They show interest, enjoyment and have a great desire to learn. This contributes greatly to their good achievement.
- Parents have great confidence in the care that the school provides and pupils agree that they feel happy and safe in school. A parent described Cawston Grange as 'a pupil and family friendly school at the heart of the community'. Virtually all parents and carers who responded to the online questionnaire or spoke to inspectors judged behaviour to be excellent.
- Discussions with pupils showed they understand about different types of bullying. They said that, although squabbles may sometimes arise, there is no bullying in school and that, if it were to occur, staff would deal with it immediately. Pupils have immense trust in the headteacher and

all staff.

- Pupils play an active role in ensuring a happy, well-organised school. Year 6 'buddies' help children in the Reception class to settle and learn. This included the younger children planning a 'teddy bears' picnic' during the inspection which the Year 6 pupils were due to attend. All groups are eager to make a contribution to the school as learning councillors and monitors. These opportunities have an extremely positive impact on their personal development.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Attendance is consistently high when compared to the national average.
- Pupils and parents greatly appreciate the well-run early morning breakfast club, which provides a calm and sociable start to the school day.

Through a well-planned range of activities, pupils are helped to develop strategies so that they are able to manage everyday risks for themselves, such as those associated with the internet, fire and roads.

The leadership and management are outstanding

- Since the previous inspection, the inspirational and highly effective headteacher and governing body have continued to lead the school well during a period of transition with many staff changes which resulted in some slowing of progress. There are clear and high expectations of all staff. Where expectations have not been met leaders have acted quickly and decisively, making support available so that pupils' progress and the quality of teaching have improved rapidly. .
- Highly constructive monitoring and an effective programme of professional development have ensured that all teaching is at least good, with an increasing proportion that is outstanding. The headteacher's uncompromising drive has ensured that standards are rising to well-above national levels.
- The headteacher manages the performance of teachers very effectively, with clear links between the rewards that teachers receive and pupils' good progress. Teachers are set clear targets linked to pupil progress, thus promoting good or better teaching successfully. Their skills and confidence are developed through well-focussed training and support of colleagues.
- Self-evaluation is thorough, detailed, and provides a realistic appraisal of where further improvements are needed. The school improvement plan is focused clearly on gaining and sustaining outstanding achievement throughout the school. Members of the governing body frequently visit the school to check on how the improvement plan is being implemented.
- The headteacher has focused on improving literacy. With additional expertise and assistance from the local authority pupils' performance in reading and writing has improved considerably, as evidenced by the results in the 2012 national tests.
- Topics bring together different subjects in a way that the pupils describe as 'interesting and fun'. The range of subjects and activities contribute very strongly to pupils' spiritual, moral, social and cultural development. Lessons are enriched extremely well through a wide range of after-school activities and by opportunities for pupils to learn a foreign language and music taught by specialist teachers. Visits, including residential visits, theatre groups, opportunities to develop

sporting and artistic skills and increasing involvement with the children's university add further enhancement.

■ **The governance of the school:**

- requires leaders and managers to explain and account for pupil performance well
 - makes highly effective use of its expertise to both support and monitor the work of the school
 - has a clear strategy to improve the school further
 - carries out its statutory duties effectively, ensuring that procedures for safeguarding pupils are well managed and regularly reviewed
 - ensures the effective promotion of equal opportunities and that discrimination is not tolerated in the school.
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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	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. 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.

School details

Unique reference number	133986
Local authority	Warwickshire
Inspection number	395680

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	234
Appropriate authority	The governing body
Chair	Jill Arriordaz
Headteacher	Sue McGonagle
Date of previous school inspection	18 June 2009
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