

Caedmon Community Primary School

Inspection report

Unique Reference Number	108380
Local Authority	Gateshead
Inspection number	356351
Inspection dates	19–20 October 2010
Reporting inspector	David Shearsmith

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mr Allan Symons
Headteacher	Mr Clive Wisby
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons, and held meetings with governors, staff, groups of pupils and parents and carers. They observed the school's work, and looked at pupils' work, assessment information about pupils' progress, and records of the schools reviews of its actions for improvement, school development plans and governors' reports. Inspectors also considered 59 questionnaire responses from parents and carers and others from pupils and staff.

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

- The overall standards in mathematics and English but particularly in Key Stage 1.
- The consistency of teaching and learning in meeting pupils' needs and ensuring they make good progress.
- The use of assessment information to support pupils' learning and progress.
- The impact of actions taken by senior leaders to improve standards.
- The rate of attendance and the impact of actions taken to improve attendance.

Information about the school

Caedmon Primary School is an average-sized primary school and the majority of pupils are of White British heritage, with an average proportion of pupils speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is considerably higher than that found nationally. The proportion of pupils with special educational needs and/or disabilities is average. The Early Years Foundation Stage consists of a Nursery and a Reception class.

The school holds the following awards: Healthy Schools, Investors in People, Financial Standards in Schools, Activemark, Eco Schools, and is part of a Schools Sports Partnership.

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?

3

The school's capacity for sustained improvement

3

Main findings

Caedmon is a satisfactory and improving school. The headteacher has high expectations and under his strong and purposeful leadership, well supported by a recently appointed deputy headteacher, is addressing key areas for development. As a result pupils feel safe and secure, lead healthy lifestyles and exhibit outstanding behaviour due to the school's strong commitment to pupils' personal development.

Spiritual, moral, social and cultural development is also good with pupils having a range of experiences that enhances their understanding.

Standards in English and Mathematics in Year 6 improved in 2010 after a period of decline and are now broadly average. Standards in Year 2 are below average although there is a steady improvement in writing due to the school's focus on improving this area. Children enter the Early Years Foundation Stage with skills and abilities lower than those typically expected for children of their age and make good progress. Progress in Key Stage 1 is not as rapid as that made in the Early Years Foundation Stage or in Key Stage 2 and is satisfactory overall.

The assessment and tracking of an individual pupil's abilities has improved and teachers have a clear understanding of their strengths and weaknesses. Teaching and learning is inconsistent because some teachers do not use this information effectively enough to meet pupils' needs and ensure sufficient challenge. Support provided for pupils with special educational needs and/or disabilities, and for those who speak English as an additional language, helps these groups to make satisfactory progress.

The curriculum does not always meet pupils' needs well, particularly in lessons where teaching is satisfactory. The school is aware of this and is starting to provide more creative and practical opportunities for pupils. This more engaging curriculum, alongside the development of improved teaching strategies and assessment procedures, is improving progress across the school. This has also had a positive impact upon pupils' attitudes to learning particularly where lessons are good.

Care, guidance and support are good as the school has a strong commitment to ensuring that all pupils are well cared for, particularly those that are vulnerable.

Leaders work together to develop a clear sense of purpose, which builds on an inclusive approach within the school and a commitment to equality of opportunity. Governors' support is satisfactory and school self-evaluation is mainly accurate and, as a result, the school understands where it wants to go and what it needs to do to improve. However, the range of expertise amongst middle managers means that, at present, not all are working to their full capacity as they are at different points in developing their roles and responsibilities. Over the past year, a range of systems have been introduced which have targeted assessment and teaching and learning and this is beginning to show an

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improvement in pupils' progress at Key Stage 2. Overall, the school provides satisfactory value for money and has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:
 - improving the quality of provision particularly in Key Stage 1
 - ensuring that pupils are on track to reach their targets.
- Improve the consistency in the quality of teaching by:
 - improving the use of assessment information to inform future learning
 - ensuring that there is a brisk pace in lessons and opportunities for pupils to learn in an active manner so they can make good progress.
- Extend the role of all middle managers in promoting school improvement by:
 - making sure that they have sufficient time to monitor and evaluate the quality of teaching and learning in lessons
 - ensuring they have the skills to evaluate pupil progress.
- Improve the school's curriculum by:
 - ensuring it more effectively meets the needs of all pupils by making better use of information and communication technology
 - providing more creative and practical activities
 - developing the pupils' basic skills through other subjects.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory overall and some pupils really enjoy their learning where lessons are good. In the best lessons the pace is good and assessment is used effectively to promote learning. The best progress is in Key Stage 2, where in some lessons, activities provide more challenge and pupils are highly engaged. In satisfactory lessons the pace is slow and pupils' needs are not well met. As pupils begin Key Stage 1, they have too few opportunities to learn actively and this means that after the good start in the Early Years Foundation Stage their progress is satisfactory. However, there are signs of improvement in the standards of writing. Although there has been a steady decline in standards at Key Stage 2 over the past three years, Year 6 results showed a marked improvement in 2010. Current standards in Year 6 are also improving with pupils on track to meet their challenging targets. Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, make satisfactory progress overall.

Pupils feel very safe in school and behaviour is outstanding due to their strong personal development. Pupils talk extremely well about the need to eat sensibly and the benefits of regular exercise. Pupils have many opportunities to serve their school including being involved in producing the school's self-evaluation. The strong links within the local

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community and the mix of pupils from other backgrounds enables pupils to have a good understanding of other cultures and beliefs as they learn to work and play effectively together. Pupils' spiritual, moral, social and cultural development is good as the school has a strong commitment to pupils' personal development and to them taking on responsibilities. Pupils' attendance has improved more recently and is now broadly average. Their future economic well-being is satisfactory as they have a satisfactory level of basic skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching and learning is satisfactory overall due to inconsistencies in the use of assessment information. Where teaching is good or better there is good pace. In good lessons high expectations are linked to clear learning objectives which reflect pupils' individual needs. In such lessons, pupils are engaged, motivated and progress well. In less effective lessons, progress is slow. New systems support the accurate assessment of pupils' work, which means that teachers have a better understanding of different abilities. Not all teachers, however, make best use of this information to match the wide range of pupils' learning needs.

The curriculum is satisfactory although the promotion of pupils' personal development and increasing their enjoyment is central to the school's work. Recent changes to the curriculum mean that pupils understand better the links between subjects in some classes.

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Information and communication technology is not, however, always used well to promote learning and pupils do not have enough opportunities to develop their basic skills through different subjects. Pupils welcome opportunities to develop their understanding of the world. They take part in visits, welcome visitors and engage in a number of clubs which offer a range of activities through which pupils can extend their knowledge and skills.

Care, guidance and support is good as staff know pupils very well, enabling them to provide good quality care, a safe environment and sensitive personal support. There are good induction and transition arrangements. Specific interventions for pupils with special educational needs and/or disabilities and for those who speak English as an additional language ensure that they make satisfactory progress. The school has developed good systems to promote attendance and these are having a positive impact.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has identified the school's main strengths and put in place actions to bring about improvements. The staff, who have leadership roles in promoting teaching and learning, have a strong sense of commitment towards improvement; however, some are better placed and, 'further along this path' than others in promoting improvement. Not all have sufficient time to monitor and evaluate the quality of teaching and learning in lessons or have yet developed the necessary skills to evaluate pupil progress.

Safeguarding procedures are good and meet current government requirements. A strength of the school is the way it engages with parents and carers using a range of strategies to promote their involvement in the life of the school. The promotion of equal opportunities and the way in which the school tackles discrimination is satisfactory as there are differences in the way pupils perform across the school. The school promotes community cohesion well and this results in pupils having a good understanding of cultural differences and good relationships amongst themselves. Strong links with the local community support a range of initiatives to help pupils to develop good citizenship skills. Links have been established with schools in other countries, demonstrating the school's engagement with communities beyond its immediate and national boundaries.

Governance is satisfactory. Key members bring a range of expertise and knowledge to the governing body and there is a growing understanding of identified priorities and how actions impact upon improvement.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and abilities well below those typically expected for children of their age. As a result of good quality teaching, they make good progress. On entry to Year 1, some children still work at levels below those expected for their age in their basic skills. Children are happy in this setting because adults take outstanding care of their needs, which helps them to settle quickly and make outstanding progress in their personal development. They are encouraged to make independent use of a good range of resources and activities both indoors and outdoors and, in so doing, they use apparatus safely. Adults encourage children to make healthy choices of snacks and develop their understanding of simple hygiene routines. They quickly become confident learners as they play together and share activities within this secure environment. There is a good balance of learning opportunities including working independently and adult-led activities. Good quality assessment procedures inform children's 'Learning Journeys' and inform future planning. Good leadership and management enable a strong sense of purpose within the Early Years Foundation Stage team. There are clear actions to effectively develop links with parents and carers, including a home-school book and support for those from diverse cultures. As a result, parents and carers are well informed and partnerships are effective.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

There was a low response to the parental questionnaire as the school had very recently sent out its own evaluation. However, in those returned, parents and carers are very positive about all aspects of the school. They know that their children are safe and report that their children enjoy school. They feel that teaching is good and that their children make good progress. The vast majority are happy with their child's experience of school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caedmon Community 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	20	34	0	0	0	0
The school keeps my child safe	34	58	22	37	1	2	0	0
My school informs me about my child's progress	25	42	28	47	2	3	0	0
My child is making enough progress at this school	31	53	24	41	2	3	0	0
The teaching is good at this school	33	56	23	39	0	0	0	0
The school helps me to support my child's learning	28	47	29	49	1	2	0	0
The school helps my child to have a healthy lifestyle	24	41	32	54	1	2	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)	21	36	28	47	0	0	0	0
The school meets my child's particular needs	23	39	33	56	1	2	0	0
The school deals effectively with unacceptable behaviour	25	42	27	46	4	7	0	0
The school takes account of my suggestions and concerns	25	42	31	53	0	0	0	0
The school is led and managed effectively	27	46	27	46	1	2	1	2
Overall, I am happy with my child's experience at this school	32	54	27	46	0	0	0	0

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 terms 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.



22 October 2010

Dear Pupils

Inspection of Caedmon Community Primary School, Gateshead NE8 4LH

Thank you for the warm welcome you gave me and the other inspectors when we inspected your school recently. We enjoyed talking to many of you and we liked the way in which you care for each other and for your school.

Yours is a satisfactory school, which is improving. All staff work hard to make sure that you have opportunities to enjoy your learning. We know that you think that your school is a happy place to be and many of your parents agree with you. The school makes sure that you are well looked after. This means that you feel safe and enjoy your learning as your teachers plan interesting things for you to do.

To help your school become even better, I have asked your headteacher and other teachers to help you by concentrating on the following.

- Helping you to make even better progress and achieve higher standards in English and mathematics, particularly in Key Stage 1.
- Making sure that all teaching is good.
- Ensuring that all leaders in the school help to improve the school.
- Improving the curriculum by giving you more practical activities to ensure all of you make good progress.

I am sure that you will be able to think of lots of ways to help your school become even better than it is now.

Yours sincerely

Mr David Shearsmith

Lead Inspector

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