

Cinnamon Brow CofE Primary School

Inspection report

Unique Reference Number	111381
Local Authority	Warrington
Inspection number	373143
Inspection dates	22–23 June 2011
Reporting inspector	Adrian Guy HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair	Rev D Williams
Headteacher	Mrs Lesley Sweeney
Date of previous school inspection	16 January 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 21 lessons and 14 teachers. They saw teaching in each of the 12 classes in the school and the infant development centre. They held meetings with school staff, members of the governing body and groups of pupils. They observed the school's work and scrutinised a number of documents, such as those relating to safeguarding pupils; the teachers' assessments of pupils' attainment and their progress; and the school improvement plan and documents identified by the school to support its self-evaluation. Inspectors also took into consideration the 90 questionnaires returned by parents and carers and also those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Whether, given their starting points, all pupils are supported and challenged sufficiently in their learning so that they are able to make consistently good progress and attain the highest standards of which they are capable.
- Whether the school's provision and in particular the quality of teaching ensures equality of opportunity and has enabled all groups of pupils and particularly those who are less able or who have special educational needs and/or disabilities to make good progress.
- Whether, through self-evaluation, leaders, managers and the governing body have an accurate grasp of the school's strengths and weaknesses and can demonstrate a capacity for sustained improvement.
- Whether the Early Years Foundation Stage overcomes barriers of low starting points on entry through successful leadership and management and the highest quality provision.

Information about the school

Cinnamon Brow is a larger than average Church of England voluntary aided primary school. The proportion of pupils known to be eligible for free school meals is broadly in line with the national average. The proportion of pupils from a minority ethnic background is much lower than average, and very few pupils speak English as an additional language. The percentage of pupils with a statement of special educational needs is slightly higher than the national average, as is the overall proportion of pupils with special educational needs and/or disabilities. The number of children joining and leaving the school outside of the normal times is slightly lower than the national average. The school manages an infant development centre which is resourced by the local authority. It holds a number of awards including: Healthy Schools status, Primary Quality Mark, Investors in People, the Activemark, Artsmark Gold, Fairtrade status and Eco School Bronze award. Since the last inspection, there has been a significant turnover of teaching staff and senior leaders.

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

2

Main findings

Cinnamon Brow is a school very much at the heart of its community. Parents and carers have a positive view of the school and one typical comment stated: 'We are really pleased with the school. Well led, great teachers, my children are really happy there.'

Many aspects of the school's work are good, for example its provision, particularly in the Early Years Foundation Stage, its safeguarding procedures and its work with parents and carers and other partners. Some aspects particularly those concerning pupils' personal development and well-being and the care, guidance and support for pupils are outstanding.

Since the last inspection overall attainment at the end of both Key Stage 1 and 2 has fallen to below the national average. However, the school's current data indicate that this decline has been halted and attainment is beginning to improve. In 2011, the school's teacher assessments indicate that the majority of pupils in Year 6 have gained the expected level for their age in both English and mathematics. Although some pupils do make good progress, for example children in the Early Years Foundation Stage and pupils in the infant development centre, the large majority make satisfactory progress. Consequently, the school is judged to be satisfactory overall. This is because the improvements in provision are yet to result in consistently good learning and progress.

The school takes good care of its pupils and enables them to progress well in aspects of their personal development. Successful partnerships with a range of outside agencies promote pupils' excellent health and well-being and result in pupils knowing very well what they need to do to be healthy. Pupils contribute extremely well to their school and local community and take full advantage of a wide range of clubs and activities beyond the classroom. Pupils say they feel safe and behave well in school. They are polite, considerate and get on together very well indeed. Where there are incidents of unacceptable behaviour, pupils are very confident that these are dealt with effectively by staff. Their above average attendance, together with skills such as teamwork and cooperation, mean they develop good skills that will contribute well to their future economic well-being.

Pupils' spiritual, moral, social and cultural development is outstanding. This is fostered by the school's strong faith ethos, a well developed curriculum, particularly the extra-curricular and enrichment activities, and high levels of pastoral support. The school has undertaken effective work to widen pupils' understanding of issues related to disability.

The lack of continuity in staffing and leadership since the last inspection has affected pupils' progress. The school has taken action to address this and overall the quality of teaching is now good. In the best lessons pupils are enthusiastically engaged in their learning and activities are well-planned, interesting and challenging. Where teaching is

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less effective, work is less well matched to pupils' individual needs, there is an over-emphasis on adult direction and opportunities are missed to encourage pupils to be more independent and take more responsibility for their own learning. Consequently, pupils are not as well challenged and motivated, and so progress is slower.

Senior leaders have an accurate view of the strengths and weaknesses of the school. The school has focused on ensuring that pupils make the expected progress in Key Stages 1 and 2. However, there has been insufficient attention given to tracking and monitoring those pupils making good progress. The improvements in the quality of teaching and the maintaining of high standards in many aspects of the school's pastoral work demonstrate that the school has a good capacity for sustained improvement.

Up to 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.

What does the school need to do to improve further?

- Further raise attainment and increase the proportion of pupils who make good progress by:
 - – ensuring that in all lessons work is accurately matched to pupils' learning needs and that it challenges and extends their learning
 - – further refining tracking systems to identify and monitor good progress
 - – ensuring that pupils are given greater opportunities to demonstrate independence in their learning.

Outcomes for individuals and groups of pupils

3

When they first enter the school, children's skills and knowledge are generally below those typical for their age although these fluctuate from year to year. In the Early Years Foundation Stage they progress well. Consequently, by the time they leave Reception their outcomes are broadly average. The school has had success in addressing pupils' attainment in mathematics and this year results have improved. However, overall, pupils' attainment has remained broadly average. The good progress children make in the Early Years Foundation Stage is not consistently maintained as they move through the school. A minority of pupils do continue to make good progress but most make satisfactory progress as shown by the school's own information. However, pupils are now making better progress in lessons because the quality of teaching they receive has improved. For example, in a Year 5 mathematics lesson, a good mix of whole class and individual work with well planned questioning and challenge helped pupils progress rapidly. Pupils with special educational needs and/or disabilities are well supported and provided for. In particular, where individual pupils experience difficulties in controlling their own behaviour this is managed very effectively and does not impede their learning. Consequently they make similar progress to their peers.

Pupils participate enthusiastically in school and community life. They take their fundraising roles and responsibilities seriously and members of the school council know what they want to improve. For example, at their suggestion they will be having a summer prom this year. In learning about healthy living they know about the dangers of alcohol and drugs. The way pupils cooperate and relate to each other both in and out of lessons is a strength

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of the school. The basic skills that will help pupils in the future are developed satisfactorily and are supported by their positive attitudes, behaviour and above average attendance. Pupils achieve well in their personal and social development. Their excellent spiritual, moral and social development is evident in the concern they show for others and their involvement in charitable activities. However, pupils' understanding of cultures and diversity beyond their community is less systematically developed.

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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The school has made a concerted effort to improve the quality of teaching. This is supported by the purposeful use of assessment information and individual targets for improvement. Where teaching is most effective, it is as a result of carefully planned, well-paced, skilful and challenging activities that meet the needs of individuals. This is strongly supported by positive relationships that make a strong contribution to pupils' progress. However, in less successful lessons there is too much 'teacher-talk' and opportunities for pupils to be independent and engage in tasks which extend and challenge their learning are limited.

This year the school has introduced a creative curriculum. This is well-planned and adapted to the needs of pupils in mixed-aged classes. It supports learning and personal development effectively and contains interesting themes and topics. For example in 'Diversity Week' pupils explored aspects of disability and were able to develop empathy

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with the challenges faced by people with a disability. Provision for pupils with special educational needs and/or disabilities is well planned and enables these pupils to progress as well as their peers. The provision in the school's infant development centre is particularly effective and enables the school to access skilled professionals to support and enhance provision across the school.

The quality of pastoral care is outstanding. Every pupil is valued and encouraged as an individual and those who need support personally or in their learning receive it. Pupils know the adults care about them and help them to do well. There are very effective arrangements to help pupils settle in, including a week devoted to aid the transition to the next stage of their education. The school helps parents and carers to support their children and works in good partnership with external agencies.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has been successful in her strategy of improving the quality of teaching and re-establishing a strong staff team which shares her vision. Responsibility for monitoring pupils' attainment and curriculum subjects is distributed among the staff, ensuring that there is accountability for pupils' progress. The school's development plans and self-evaluation are secure. However, the focus on standards beyond the core curriculum is less strongly developed. Members of the governing body have the skills and knowledge to effectively challenge and strongly support the school in all areas of its work. They have effective communications and links with parents and carers and the community. The school has effective policies and procedures to promote equality of opportunity. The very good work in making pupils aware of issues relating to disability exemplifies their continuing successful work in tackling discrimination. Inspectors looked in detail at aspects of achievement for boys and girls and found no pattern of inequality although within year groups there are some differences of which the school is aware.

Effective partnerships have been fostered in helping the school to deliver aspects of its work that it could not deliver on its own. This is exemplified in the success of the infant development centre. Termly reports, parents' meetings, open days, text messages and newsletters keep parents and carers well informed. The school has held family workshops to support parents' and carers' understanding of aspects of the curriculum. The availability and approachability of the headteacher and the governing body, as well as surveys, gives parents and carers opportunities to make their views known. All staff demonstrate a deeply embedded commitment to pupils' safety and safeguarding procedures are good. In particular the school's procedures for monitoring and reporting accidents are rigorous and

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effective. There is a strong sense of a cohesive community within the school, with good links to the local community. The school has established effective partnerships globally to make pupils more aware of international issues. However, links with diverse communities within the United Kingdom are less well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
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 in the Early Years Foundation Stage are helped to settle well into school. They make good progress as a result of effective provision so that, by the time they leave the Reception Year, their levels of achievement are broadly average.

A variety of activities is provided to promote children's learning. These, together with good teaching, enable children to develop skills and understanding in all areas of the curriculum. In particular, provision for outdoor play is well organised; for example, the children particularly enjoyed picking the strawberries they had grown in their vegetable garden. There are many opportunities for independent play and a range of adult-led activities. However, some opportunities are missed to promote effective learning through activities that children select themselves.

The Early Years Foundation Stage is well led. Transition arrangements have a positive impact on helping children to settle in quickly and the leader and all adults have established effective links with parents and carers. Children's development is securely assessed but systems for establishing an overview of children's achievements are less well developed.

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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

Inspectors looked at the responses in questionnaires received from parents and carers. They also spoke to some parents and carers. The very large majority of parents and carers are supportive of the school. They agree that their children enjoy school, are kept safe, encouraged to stay healthy and well prepared for the future. A very small minority disagree that the school deals effectively with unacceptable behaviour or informs them enough about their children's progress. Inspectors examined these concerns carefully. They found that pupils are well supervised, both in lessons and at break times; any incidents of misbehaviour are dealt with quickly and appropriately; and adults encourage pupils to develop good relationships with others. The school uses many strategies including text messages and termly reports to ensure that parents and carers are kept appropriately informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cinnamon Brow CofE 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 375 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	77	19	21	1	1	0	0
The school keeps my child safe	71	79	19	21	0	0	0	0
My school informs me about my child's progress	57	63	28	31	5	6	0	0
My child is making enough progress at this school	61	68	26	29	1	1	0	0
The teaching is good at this school	66	73	22	24	1	1	0	0
The school helps me to support my child's learning	56	62	32	36	2	2	0	0
The school helps my child to have a healthy lifestyle	61	68	29	32	0	0	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)	66	73	23	26	0	0	0	0
The school meets my child's particular needs	60	67	28	31	2	2	0	0
The school deals effectively with unacceptable behaviour	62	69	23	26	5	6	0	0
The school takes account of my suggestions and concerns	55	61	31	34	2	2	0	0
The school is led and managed effectively	68	76	21	23	1	1	0	0
Overall, I am happy with my child's experience at this school	70	78	17	19	3	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



24 June 2011

Dear Pupils

Inspection of Cinnamon Brow CofE Primary School, Warrington, WA2 0SF

Thank you for welcoming the inspection team to your school recently. You may remember us coming to check how well you are all learning. We learned a lot from watching your lessons, talking to you about your work and life at school, and looking at your work.

Your school provides you with a satisfactory education and the adults take exceptionally good care of you. Your well-being is really important to them. We were pleased to see that you behave and get along together very well. You are given interesting things to learn about and a range of clubs and activities to join in with. I was very impressed by your nursery's vegetable patch – the strawberries looked really tasty and the Caribbean cakes you made really were!

We could see that many things are going really well at your school. The way you make sure you stay healthy and contribute to your community is outstanding. The quality of the teaching you receive has improved and so has your attendance – well done!

We have agreed with your headteacher that the most important thing your school needs to work on next is to ensure that more of you make even better progress.

I am sure that you will have some good ideas about how to improve your school. I hope you will share them through the school council. All the inspectors wish you the very best for the future.

Yours sincerely

Adrian Guy

Her Majesty's Inspector

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