

# Rainow Primary School

## Inspection report

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<b>Unique Reference Number</b>	111203
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	378248
<b>Inspection dates</b>	4–5 October 2011
<b>Reporting inspector</b>	David Halford

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clair Arnold
<b>Headteacher</b>	Mark Bertinshaw
<b>Date of previous school inspection</b>	26 April 2007
<b>School address</b>	Round Meadow Rainow Macclesfield SK10 5UB
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and seven teachers were seen. Informal discussions were held with some parents and meetings were held with groups of pupils, members of the governing body, and staff. The inspection team observed the school's work, looked at documentation, scrutinised pupils' work and analysed questionnaires returned from staff, pupils and 51 parents and carers.

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

- Pupils' current levels of attainment in English and mathematics.
- The extent of pupils' knowledge of and involvement in target-setting.
- How well leadership is shared between members of staff.

## Information about the school

This primary school is much smaller than similar schools nationally. The proportion of pupils known to be eligible for free school meals is well below average. There are no pupils who speak English as an additional language and a below-average proportion are from minority ethnic heritages. A very small minority has special educational needs and/or disabilities compared to the national average; a larger percentage of these pupils have a statement of special educational needs than is typical. A new deputy headteacher has been appointed since the last inspection and the staffing has undergone some recent changes. The school operates a breakfast club and an after school club each school day.

The school has gained Healthy Schools status, and has Activemark, Artsmark, Basic Skills, Inclusion Quality Mark, and Eco School awards.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Outstanding care, guidance and support for its pupils lie at the heart of all of its work. Its engagement with parents and carers is excellent and its involvement with partnerships and outside agencies promotes pupils' well-being very well. The governance of the school is of the highest order and the school is highly regarded within its local community for the contribution it makes. Pupils respond to this high quality provision with exemplary behaviour and high attendance. No area of the school's work was judged to be less than good.

Children join the Reception Year with skills and abilities above those expected for their age in personal development and communication skills, but broadly average skills in the other areas of learning. They make good progress through the Early Years Foundation Stage and continue to make good progress through Key Stage 1 and Key Stage 2. Consistently, up to 2009, pupils' outcomes have been significantly above the national averages in tests and assessments at the end of Year 2 and Year 6. These outcomes fell a little in 2010. Attainment shows an improvement in 2011 and is now above average once more. This is particularly the case in English, but rather less so in mathematics, where outcomes for the more-able pupils are not high enough.

The quality of teaching is good overall, and outstanding teaching was observed during the inspection. The eagerness of Year 6 exchanging examples of short stories and explaining their particular qualities was especially engaging, as was the engagement of Year 5 pupils who made good progress as they enthusiastically explained the division processes in a mathematics lesson. Assessment procedures are thorough and of good quality. Pupils generally know their targets and are confident they will be helped when assistance is needed. The school is operating a comprehensive tracking procedure. Curriculum provision is good overall. It is thorough and stimulates pupils' interests particularly well. The high quality of care the school offers to pupils is also extended to the provision made for pupils before the start of the school day and in the evening.

Leadership and management is good. Senior leaders are adept, give clear direction and know the schools' strengths and areas for further development well. Self-evaluation is robust and accurate and the school has good capacity to improve further. The role of subject leaders in monitoring the effectiveness of the work in their subjects is not developed fully.

## What does the school need to do to improve further?

- Raise pupils' levels of attainment in mathematics by:
  - improving the challenge for the more-able pupils
  - matching tasks more closely to the needs of individuals and small groups of pupils.
  
- Develop the role of subject leaders more fully by:
  - enabling their greater involvement in the monitoring of teaching and learning in their subjects
  - increasing the opportunities for subject leaders to monitor pupil outcomes in their subjects.

## Outcomes for individuals and groups of pupils

2
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Pupils are keen to learn, enjoy school and achieve well. They collaborate well when working in groups or in pairs. In the main, children start school with skills and knowledge that are slightly above the levels expected for their age, particularly in personal and social development and communication, language and literacy. They settle quickly into the Reception class and are cared for very well. Past data shows attainment at the end of Key Stage 2 to be significantly above average, until 2010, when it declined. However, test results for this year show an improvement on the previous year, particularly in English. Attainment is now above the national average. However, the percentage of pupils achieving the higher levels in mathematics was lower than expected this year. The progress of all pupils is monitored carefully. Work seen in pupils' books confirms the school's own analysis that progress is good. Pupils with special educational needs and/or disabilities make the same good progress as their peers because they benefit from sharply focused support from teachers and teaching assistants. Classroom observations confirm that almost all pupils are fully engaged in lessons, challenged to learn, and make good progress. This is particularly so for the current Year 6 pupils, who rose to the challenge of their literacy task exceptionally well.

Pupils work and play in a safe environment which encourages everyone to support and take care of others. Pupils get on well with one another and with adults. In particular, pupils whose circumstances make them vulnerable are extremely well looked after. Pupils are encouraged to think beyond themselves and this contributes much to their good spiritual, moral, social and cultural development. Pupils have a good understanding about how to keep fit and healthy. Pupils respond particularly well to the responsibilities they are given and make an extremely positive contribution to their own and the local community, which is highly valued. Pupils' grasp of basic skills, including the competent use of information and communication technology and their developing personal qualities, equips them well for the next stages of their education. Attendance is high and there are no persistent absentees.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

A great strength in this school is the warmth of the relationships that ensures pupils respond positively to their work and obviously enjoy the tasks they undertake. This can be seen clearly in the topic books they produce which are of particularly high quality. Good and sometimes outstanding teaching has resulted in pupils' above average attainment. In the best lessons the pace of learning is brisk and well-focused and pupils benefit from an appropriate amount of time made available for them to work independently. Teachers' marking often gives pupils clear targets to aim for and guidance on what they need to do to improve their work. Very effective tracking procedures have been introduced relatively recently and these are beginning to enable teachers to identify underachievement and to plan suitable interventions to support those pupils who need extra help. Purposeful work in small groups was observed during the inspection. However, as pupils work for part of the time in mixed-age classes, subject leaders have not fully developed their arrangements for monitoring pupils' progress in their subject and ensuring that tasks are closely matched to the needs of individuals and small groups of pupils.

The curriculum places an appropriate emphasis on English and mathematics but other subjects are also well represented. A four-year cycle of topics provides a rich and varied curriculum with many particularly strong features included in it. An impressive range of enrichment activities has a positive impact upon pupils' enjoyment. A range of clubs and visitors, such as poets and musicians, brings learning to life. A variety of visits, linked to topic work, such as that to Eyam in Derbyshire, widens pupils' experiences of the wider world. Interactive whiteboards and information and communication technology are used effectively to reinforce learning.

Rainow is an extremely welcoming, caring and harmonious school. Adults know pupils very well and respond positively to their needs. Pupils feel well supported by the school and know exactly to whom they can turn if they have a problem. The individual needs of those with special educational needs and/or disabilities are met

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

particularly well through liaison between teachers and support staff. The very successful links the school has forged with outside agencies further reinforce this outstanding quality of care.

The before- and after-school care is safe, resourced well and provides an enjoyable atmosphere for pupils of a wide age range to mix happily together. Snacks are healthy and there is ready access to play both indoors and outdoors.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The leadership and management of the school are good. The headteacher is experienced and knowledgeable. He has managed the school provision through a recent period of staff changes well, and the effectiveness of leadership and management in embedding ambition and driving improvement is good. The senior leaders are united in their determination to continue to improve the outcomes for pupils. The quality of teaching and learning is closely monitored through lesson observations and the scrutiny of pupils' work. The school has recognised that the role of subject leaders in monitoring the work of their subject areas is currently underdeveloped. Members of the governing body are outstandingly knowledgeable and take their roles and responsibilities very seriously. They understand the school very well and are working very hard to make their contribution to school life count. They play a full part in the strategic development of the school and monitor its work very effectively. Parents and carers are encouraged to be active partners in the education of their children; excellent information is available for them through the school's website. They are kept very well informed and are warmly welcomed into school. This is an inclusive school which is working well to promote equality of opportunity, especially for its potentially most vulnerable pupils, with the result that almost all groups of pupils are making similar levels of progress as their peers. The arrangements for the safeguarding of pupils are thorough and comprehensive. Staff are well trained and fully aware of child-protection procedures. The school's contribution to community cohesion is good. Members of the governing body, the headteacher and staff know the local community particularly well. Community cohesion on a more global level is still developing following the establishment of a link with Kenya.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is good. Children enter the Reception class with knowledge and skills that are slightly above those expected for their age, especially in aspects of personal and social development and communication skills. Children make good progress through the Reception Year. Recent staff changes in the setting have been managed well and its good provision has been sustained.

Children have access to an exciting and imaginative range of resources that capture their interest and stimulate learning. The 'Welly Walk', undertaken during the inspection, was the focus of great anticipation and much enjoyment. Children make good use of the learning areas helped by thoughtful adult intervention which focuses children's attention. Observations are recorded and used to inform planning and add detail to children's individual records of learning.

The Early Years Foundation Stage is led and managed well. Strong relationships with parents and carers ensure children settle well and enjoy being part of the school. Children behave very well in a safe, secure environment. They are developing healthy habits such as washing hands and enjoying fruit snacks. Staff are knowledgeable, enthusiastic and keen to stimulate the children by presenting them with a wide range of experiences. A strong sense of common purpose is emerging and there is clear evidence of the capacity to sustain the setting's good practice.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

## Views of parents and carers

Around one third of parents and carers responded to the questionnaire. The overwhelming majority agreed that they were happy with their children's experience at school and that their children enjoyed school. A similar proportion thought that teaching was good, their children made enough progress and school helped them support their children. A large majority were in agreement with all other areas. A few parents raised individual concerns and the inspectors followed these up



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rainow 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 167 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	80	8	16	0	0	1	2
The school keeps my child safe	42	82	6	12	1	2	1	2
The school informs me about my child's progress	36	71	12	24	2	4	1	2
My child is making enough progress at this school	31	61	18	35	1	2	1	2
The teaching is good at this school	33	65	15	29	1	2	2	4
The school helps me to support my child's learning	34	67	14	27	2	4	1	2
The school helps my child to have a healthy lifestyle	33	65	17	33	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)	33	65	13	25	1	2	2	4
The school meets my child's particular needs	31	61	18	35	1	2	1	2
The school deals effectively with unacceptable behaviour	27	53	19	37	2	4	1	2
The school takes account of my suggestions and concerns	23	45	20	39	3	6	1	2
The school is led and managed effectively	33	65	13	25	1	2	3	6
Overall, I am happy with my child's experience at this school	38	75	11	22	0	0	2	4

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



6 October 2011

Dear Pupils

### **Inspection of Rainow Primary School, Macclesfield SK10 5UB**

My colleagues and I really enjoyed our recent visit to your school. Thank you very much for your warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and you were also very friendly around the school. Particular thanks should go to everyone who spoke with us and who helped us to understand why it is that you enjoy going to your school so much.

Rainow Primary School is a good school, with some really interesting work taking place. The staff care for you all outstandingly well and make sure you feel safe and secure. Your headteacher and his staff manage your school well, with excellent help from your governors, and we feel that it has outstanding links with your parents and carers. We also think that your behaviour in school is excellent and so is your attendance. So we think you must enjoy coming to school too! I shall remember the 'Welly Walk' with Reception, the big calculations with Year 3 and 4, the Year 6 writing, the band practice in the hall, and the excellent topic books which you have made.

When we visit schools we also look for things which will help each school to get even better. We have asked the school to do a number of things. We think that your attainment in mathematics could be even higher than it is now. We have asked your teachers to try to match your mathematics work more closely to your individual skills and to really challenge those of you who find mathematics easy, and make them think! We also want all your teachers who take charge of particular subjects to be more involved in following the progress you make in their subjects.

Thank you once again for all your help when we made our visit to you. We send you all our very best wishes for the future. We do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely

David Halford  
Lead inspector

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