

# Caedmon Primary School

## Inspection report

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<b>Unique Reference Number</b>	134096
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	381607
<b>Inspection dates</b>	3–4 November 2011
<b>Reporting inspector</b>	Frank Cain

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	237
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Doreen McLay
<b>Headteacher</b>	Sarah Richardson
<b>Date of previous school inspection</b>	23 March 2009
<b>School address</b>	Attlee Road Grangetown Middlesbrough TS6 7NA
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons or parts of lessons taught by 14 different teachers and looked at pupils' work. Discussions took place with members of the governing body, staff and groups of pupils. Inspectors looked at documents including policies relating to safeguarding, and self-evaluation records, reports to the governing body and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 99 parents and carers.

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

- What is the current attainment and progress of pupils, including significant groups, as they move through the school?
- Does the progress of pupils slow down at Key Stage 1?
- How accurate are the school's judgements relating to teaching and learning?
- To what extent do leaders and managers at all levels contribute to the overall effectiveness of the school?
- Is the Early Years Foundation Stage an area of strength in the school?

## Information about the school

Caedmon is a smaller-than-average-sized primary school. Most pupils are of White British heritage. A very small minority are from minority-ethnic groups. No pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils known to be eligible for free school meals is well above average. The school has received International School and Healthy School status. There have been significant staffing changes, including three new appointments to the teaching staff, since Easter.

**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

Caedmon is a satisfactory school. The school is rapidly improving and capacity for further improvement is good. Accurate self-evaluation has effectively identified barriers to learning and the school has already made secure improvements in the attendance of its pupils. Actions are successfully tackling the underperformance of boys, compared to girls. Recent appointments have strengthened the school leadership and staff morale is extremely high. The headteacher's passion to improve the school is evident throughout the school. This is recognised by parents and carers whose support for the school is overwhelming. Teaching is improving strongly and pupils' writing, which has been an issue, is being addressed successfully. Leadership is good, as the headteacher has empowered senior leaders and given them time to monitor their areas of responsibility. The governing body is supportive of school leaders but does not yet challenge them robustly enough.

The Early Years Foundation Stage is a strength of the school. Attainment on entry to Nursery is generally well below age-related expectations. Children make good progress in the Early Years Foundation Stage, particularly in personal development and communication, language and literacy. Overall, pupils' progress is satisfactory and accelerating in Key Stage 2. Attainment is below average but the improved progress in Key Stage 2 is enabling the school to get closer to the national average by the time pupils leave school. Pupils with special educational needs and/or disabilities make good progress through the school. This is partly due to subject leaders who take a strong lead when tracking pupils' progress and ensure appropriate intervention strategies are in place to support these pupils.

Most aspects of pupils' personal development are good. Pupils have a good understanding of how to keep healthy and feel safe in school, knowing there is someone to turn to if they need help. They work well together in lessons, although occasionally, low-level disruption hinders progress. Behaviour is satisfactory although the staff's expectations in a small number of lessons and at play are not always high enough and school rules not fully employed.

Teaching is good. In the best lessons, teachers plan imaginative tasks and use resources well to guide and inform pupils. Lessons are well structured so that little time is wasted and in these lessons pupils make good progress. However, teachers do not always give pupils goals to improve when marking their work and in some lessons there is too much work that is teacher led. The curriculum is good as it

emphasises that basic skills are an important part of every topic studied. Care, guidance and support have an extremely high profile in Caedmon and pupils are very well looked after.

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 accelerate pupils' progress, by:
  - encouraging pupils to take greater responsibility for their own learning and allowing them more time to work independently
  - sharing good practice in teaching more widely across the school
  - ensuring pupils know precisely how to improve their work
  - using questioning more effectively to challenge their thinking.
  
- Ensure all staff have high enough expectations of pupils' behaviour in and out of lessons and that clear rules to manage behaviour are applied consistently.

### **Outcomes for individuals and groups of pupils**

<b>3</b>
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Pupils are keen to show what they know and understand in lessons. They show respect for others and generally work well together. While progress in lessons is now mostly good, pupils' progress over time is satisfactory because gaps in their previous learning hold progress back. Progress is stronger in Key Stage 2 and attainment is rising faster than at the end of Key Stage 1. Attainment at the end of Year 6 is below average but the gap to reach the national average has been closing over the last three years. Pupils with special educational needs and/or disabilities make good progress and pupils who are known to be eligible for free school meals outperform similar pupils nationally. The progress of boys lags behind that of girls but not significantly so and the gap is closing.

All pupils say they feel safe in school because staff care for them and all know who to turn to if they have a problem. Pupils are very aware of how to stay healthy and after-school sports clubs are popular. Pupils' contribution to the wider community is good and the school has strong links with a school in France. They have an active school council, which is elected by pupils and helps to raise funds for charities. Pupils' social, moral, spiritual and cultural development is good. In assemblies, they show respect and consideration for others. Visits to both local and international destinations have heightened pupils' awareness of their own culture as well as that of others. Attendance has improved so that it is now average and it is still improving strongly. Most pupils behave well, although on occasions a small number of pupils struggle to sustain good behaviour in lessons and at play. In lessons, most pupils enjoy school and demonstrate positive work attitudes although a small minority have difficulties concentrating for long periods, especially when teaching is less engaging.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good teaching is contributing to faster progress in lessons, especially in Key Stage 2. Teachers have high expectations and work is usually matched accurately to the ability of pupils. Planning is thorough and high priority is given to pupils' health and safety. Staff are aware that pupils' concentration can lapse, so lessons are broken down to allow for time for exercises or water breaks, and this enables pupils to refresh themselves and then start again with renewed interest. Occasionally, questioning fails to challenge pupils' thinking. In some lessons, there is too much teacher-led activity and not enough time for pupils to work independently. Examples of good assessment were seen with pupils involved in assessing their own understanding, but teachers were not always consistent in giving pupils advice on how to improve their work.

The curriculum is based on topics which are mapped out to ensure that a wide range of skills are covered, including how to use computers as well as developing pupils' personal skills. Most topics capture pupils' interest and include a visit, which might be a visit to a local historic site such as Vindolanda, or further afield to London or even Barcelona or Auschwitz. These give pupils wide ranging experiences, as well as enliven work done back in class. The school tailors its curriculum well to match pupils' needs. In Year 1, for example, pupils still follow, for a time, the Early Years Foundation Stage curriculum, giving them time to adjust to work in the main school.

The good quality of care, guidance and support is valued by parents and carers. The school's individual action plans and case studies for pupils who are vulnerable due to their circumstances show exceptional detail, with some examples of outstanding tailored support for individual pupils. The school demonstrates that it can effectively support pupils to overcome significant barriers to their education. The school has significantly improved its overall attendance by targeting those pupils whose attendance was less than satisfactory. Behaviour is satisfactory in the majority of lessons because teachers follow their behaviour policy, but in a few cases some

<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

pupils did not show a keen attitude towards their learning. Behaviour and attitudes to learning are starting to improve but not consistently across the school.

*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>2</b>

## How effective are leadership and management?

The extended leadership of the school has evaluated effectively teaching and learning and, through staff training and support, teaching is improving rapidly. However, consistency and the sharing of good practice across school are not yet fully established. Thorough self-evaluation ensures the school is aware of shortcomings. Subsequent actions are being effective in, for example, securing improvement in pupils' writing. All staff have an input into the school improvement plan, which means they have a stake in making the school successful. The middle leaders take a key role in monitoring teaching and learning in their subject areas and feed back regularly in staff meetings regarding issues that need developing. All feel well informed and part of the team so that the ambition and drive for improvements are shared and not restricted just to senior leaders.

The school actively promotes equality and pupils with special educational needs and/or disabilities are well catered for in school. Improved monitoring has led to gaps between boys and girls narrowing and pupils known to be eligible for free school meals, which make up a significant proportion of the school population, do relatively well. Safeguarding procedures are good. Training in child protection is thorough and the school's record keeping is detailed and kept up to date.

Governors are highly committed to the school and members take their responsibilities, including safeguarding, seriously. They are very visible in the school community, but do not yet offer sufficient challenge to school leaders when monitoring school procedures. Community cohesion is satisfactory. The school is acutely aware of its context as a school in which most pupils are of White British heritage, but the analysis of the impact of its actions regarding community cohesion is uneven.

The support parents and carers give to the school is a strength and communication between school and home is well established, detailed and of high quality. Parents and carers are, however, less involved in the decision making processes in school.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage promotes good progress from children’s starting points in most areas of learning although progress is slower in using number to solve simple problems. Children at this stage are being encouraged to develop their early reading and writing skills. Behaviour is good and children play happily together. Teaching is good and children are very responsive to the high expectations of staff. They listened attentively when being read a story and responded well to questions. There is a clear emphasis on children’s hygiene when preparing for lunch for example. The learning environment for children is well ordered and resources are of high quality. For example, there is good use made of picture cards to show words with a particular sound as well as magnetic boards and letters to spell out words. The leadership of Early Years Foundation Stage is good and boys’ engagement is being targeted with some success. The learning journals for parents and carers are exceptionally good, as they provide them with precise and detailed feedback on children’s development as they move through the school. While practice is good staff are not complacent and there are clear actions to further raise standards and improve the quality of teaching.

*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

Nearly half of parents and carers responded to the inspection questionnaire; this is higher than usual. They were overwhelming in their support for the school and all thought their children enjoyed school and were safe there. A number commented that children were, ‘happy’ in school and one wrote that teachers make, ‘every child welcome’. Overall, parents and carers were happy that teaching is good and that the pupils are making good progress. A very small minority, however, expressed some concern about behaviour in the school not being dealt with effectively. Inspectors found much to support parents’ and carers’ positive views and these are reflected in the report, although inspection findings are that progress is satisfactory overall, rather than good.



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

Ofsted invited all the registered parents and carers of pupils registered at Caedmon 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 99 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	63	35	35	1	1	0	0
The school keeps my child safe	67	68	30	30	0	0	0	0
The school informs me about my child's progress	62	63	34	34	2	2	0	0
My child is making enough progress at this school	63	64	33	33	1	1	0	0
The teaching is good at this school	70	71	28	28	0	0	0	0
The school helps me to support my child's learning	60	61	37	37	1	1	0	0
The school helps my child to have a healthy lifestyle	53	54	46	46	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)	54	55	43	43	1	1	0	0
The school meets my child's particular needs	58	59	39	39	0	0	0	0
The school deals effectively with unacceptable behaviour	61	62	29	29	6	6	1	1
The school takes account of my suggestions and concerns	53	54	40	40	4	4	0	0
The school is led and managed effectively	64	65	34	34	1	1	0	0
Overall, I am happy with my child's experience at this school	72	73	27	27	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	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.**



7 November 2011

Dear Pupils

### **Inspection of Caedmon Primary School, Middlesbrough, TS6 7NA**

I want to thank all of you for the extremely friendly welcome that you gave us when we inspected your school. We found the time we spent talking to you, your teachers and other adults extremely enjoyable and rewarding. Caedmon is a satisfactory and improving school. We were impressed by the way your attendance has improved and found the support that your parents and carers give to the school is good. You clearly like school with the exciting learning experiences you tell us it gives you. You feel safe and find the teachers help and care for you and that they work hard. A few of you said that you need more information on how well you are doing in school and a small minority were concerned with behaviour in school. We agreed with your comments that there was room for improvement in both areas.

In order to help you make even better progress and to improve the school further, we have asked the school, teachers and governors to:

- give you more choice to decide which parts of a topic you will study
- ask those teachers who have good ideas for lessons to share them with other teachers
- give you work to make you think harder
- give you information to show you how to improve your work
- ensure all staff give you clear guidance on how you should conduct yourself in lessons and around school.

I am sure you will all want to help make your school better by working hard and playing together well.

Yours sincerely

Frank Cain  
Lead inspector

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