

Cale Green Primary School

Shaw Road South, Shaw Heath, Stockport, Cheshire, SK3 8JG

Inspection dates 18–19 October 2012

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good and sometimes outstanding progress. Achievement improved significantly during the last school year and pupils are continuing to do as well in the current year.
- Teaching is consistently good, with some outstanding practice. Very effective action by leaders has resulted in on-going improvements in teaching since the school's previous inspection.
- Pupils who speak English as an additional language, pupils with special educational needs and pupils known to be eligible for the pupil premium funding are all supported extremely well to make outstanding progress.
- Pupils with differing backgrounds and beliefs learn together happily. Their behaviour is excellent, attendance is above average and pupils feel safe and secure in school. A parent's comment that 'the school is central to this community', was typical of views expressed by adults and children.
- The headteacher is an outstanding leader, who is strongly supported by a talented leadership team, by knowledgeable and effective governors and by all of the staff.
- Leaders keep a very systematic check on the impact and quality of teaching and the curriculum to ensure that pupils' needs are met well. This is driving improvements forward vigorously and helping pupils to achieve increasingly well.

It is not yet an outstanding school because

- The overall quality of teaching is good. It is improving continuously, but it is not yet consistently outstanding. This is the main reason why pupils' achievement across the school is also good, rather than outstanding.
- More time is needed for some improvements to impact fully, all across the school. More work is needed, for example, in Key Stage 1 to help more-able pupils to reach the higher levels by the end of Year 2.

Information about this inspection

- The inspectors observed 12 lessons. They also made a number of short visits to lessons. They listened to pupils read in Years 1, 2 and 6 and they observed the teaching of letters and sounds in the Reception class and in Year 1.
- Meetings were held with five members of the governing body, with staff, with a group of pupils and with a representative from the local authority.
- Inspectors reviewed information from 26 responses to the on-line parent questionnaire (Parent View) and they also met with a group of parents to hear their views about the school.
- They took into account the views that staff expressed in the questionnaires they completed.
- They observed the school's work and looked at a number of documents, including the school development plan, documents relating to safeguarding, behaviour and attendance records and the school's own data on pupils' current progress.

Inspection team

Diane Auton, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

Full report

Information about this school

- The school is similar in size to most other primary schools.
- The majority of pupils are White British. Around a third of pupils are from British Pakistani families and most of these pupils speak English as an additional language.
- The proportion of pupils supported through school action is above average; the proportion supported at school action plus or with a statement of special educational needs is smaller than that found in most primary schools.
- The proportion of pupils known to be eligible for pupil premium funding is above average.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' achievement and progress.
- The school provides a breakfast club and an after-school club every day during term time.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by increasing the frequency of the school's already rigorous checks on the quality and impact of teaching.
- Ensure that a greater proportion of the more-able pupils in Key Stage 1 reach the higher levels in reading, writing and mathematics.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good. They have very positive attitudes to learning and always try to do their best work. They present their work neatly, they are responsive and alert in lessons and they work together well, with a partner or in a group.
- Children's skills are often well below expectations for their age when they enter the Early Years Foundation Stage. Good teaching and a lively curriculum help them to make good progress and become enthusiastic learners. Those who are learning to speak English make a good start because of the effective support they are given.
- As they move up through the school, pupils make good progress. Progress rates are now more consistent than they were at the time of the school's previous inspection. This is partly a result of the school's success in helping pupils who speak English as an additional language to learn effectively in their new language in Key Stage 1. In previous years, the impact of that support did not become fully evident until pupils reached Key Stage 2.
- The proportion of pupils in Key Stage 1 achieving the nationally expected levels in reading, writing and mathematics was above average in 2012. Although only a small number of pupils reached the higher levels, pupils' attainment was considerably higher than it had been in previous years.
- Attainment at the end of Key Stage 2 was broadly average in 2011, lower than it had been in previous years. In 2012, however, attainment improved considerably, as a result of decisive action taken by the school, and was above average in both English and mathematics.
- School data show that most pupils in Year 6 in 2011 made good overall progress from their starting points. The school strengthened its procedures for checking on progress during 2012 and pupils in Year 6 in that year made excellent progress from their starting points in English and in mathematics.
- The progress made by pupils who have English as their additional language, by pupils with special educational needs and by pupils known to be entitled to pupil premium funding compares very favourably with the national picture for all pupils in Year 6 in 2012. The achievement of pupils in these groups is outstanding.
- In the current year, evidence from the school's data, from lessons and from the work in pupils' books all show that achievement is at least good in Key Stages 1 and 2. Pupils in Year 6 are on track to achieve well by the end of the year and the school is well-placed to sustain and build on the improvements in achievement that began in the last school year. More needs to be done, however, to increase the proportion of higher-level achievement in Key Stage 1.
- Effective teaching of letters and sounds is giving pupils the tools they need to approach learning confidently. Attainment in reading is above average in Key Stage 1 and pupils read with enjoyment. Daily guided reading sessions for all year groups ensure that all pupils are supported well in continuously developing their reading skills. Older pupils are starting to read widely and attainment in reading is above average by the time pupils leave the school in Year 6.

The quality of teaching is good

- The quality of teaching is never less than good. In some lessons, it is outstanding and this is resulting in improvement in pupils' achievement over time.
- Good teaching is helping pupils to learn and progress well. Typical features include:
 - well-planned, enjoyable lessons, with activities matched carefully to pupils' learning needs and interests
 - effective explanations of what pupils are expected to do and to learn in the lesson, so that they have a clear understanding of how to move their learning forward
 - good attention to timings, so that learning moves along at a brisk pace and pupils are fully engaged throughout the lesson

- good teamwork between class teachers and skilled teaching assistants, ensuring that all pupils are supported appropriately.
- Where teaching is outstanding, teachers often question pupils very skilfully to test out how much they have understood and make suggestions to help them extend their thinking. This was the case in a science lesson in Year 4, where, as a result, pupils were totally absorbed in their investigations, made their observations carefully and made excellent progress towards their objectives.
- Where teaching is good rather than outstanding, pupils achieve well overall. In some lessons, however, because sometimes pupils have not fully understood all aspects of the lesson, their achievement is not as high as it might otherwise have been. Teaching usually provides an element of challenge for more-able pupils in Key Stage 1; the school now needs to raise its expectations even higher for these pupils, to ensure that they are consistently supported to do as well as they possibly can.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour, courtesy and attitudes to learning are exemplary. They feel very secure in school, saying there are always adults around to help them if they have a problem.
- Parents' comments and questionnaire responses show that they have confidence in the care and safety the school provides for their children.
- Pupils have a clear understanding of different types of bullying, including cyber-bullying and how it should be dealt with. They say that neither bullying nor racism is tolerated in their school.
- Pupils enjoy taking on responsibility and helping to make the school a happy place. They feel that adults listen to their ideas; they can point to improvements made as a result of school council suggestions, such as the new climbing frames in the playground. Trained peer-supporters often help to resolve friendship problems at playtime and pupil play-leaders organise games for younger pupils.
- Pupils helped to draw up the school's simple behaviour code. They say the school rules are fair and are based on treating everyone with respect.
- Advanced bi-lingual learners in Years 5 and 6 act as class buddies in the Early Years Foundation Stage and in Key Stage 1. They support younger children who are learning to speak English; they also help to develop the children's home language, by reading stories and playing games with them.
- Pupils with additional learning, health, social and language needs are supported very well; this enables them to access everything that the school provides and to make excellent progress in their learning and their personal development. The school provides an exceptionally wide range of successful support strategies for these pupils.
- Extensive and sensitive support is also provided for potentially vulnerable pupils and their families; the school works productively with a number of other agencies to ensure this.
- The breakfast club and the after-school club are well-attended and provide a happy start and final session to the school day.
- The school has successfully built on the good attendance seen at its previous inspection; currently attendance is above average.

The leadership and management are outstanding

- The headteacher, the effective deputy headteacher and other senior staff all pursue excellence resolutely. They regularly check the quality of teaching and its impact on the progress pupils make and have successfully eliminated any teaching which is less than good. The leadership of teaching is supported by an extensive programme of staff training and development.
- Formal progress reviews each term give the school a very clear picture of how well every pupil is doing and help identify anyone who may need additional support. Individual progress targets are reviewed each term, to ensure that the level of challenge is appropriate for each pupil.
- The well-crafted school development plan is based on robust, regular, detailed and accurate self-

evaluation. The actions chosen are appropriate and their impact is evaluated through the year.

- Support for pupils with English as their additional language, for pupils with special educational needs and for pupils known to be eligible for pupil premium funding is led and managed extremely well by staff with a range of specialist skills who work together closely. Pupil premium funding is used to provide small-group teaching for English and mathematics in Key Stage 2 and to pay for enrichment activities. This additional support contributed well to the excellent achievement of pupils in this group in 2012.
- The school's creative curriculum brings subjects together into topics that engage pupils' interests; it contributes very well to their spiritual, moral, social and cultural development. It is enriched well by a wide range of after-school activities and by opportunities to learn French and to develop sporting, artistic and musical skills. Visits and visitors, including residential trips and opportunities to take part in local performance events, add further enhancement.
- The local authority provides effective support for this good school, through its services that help to support pupils with additional language and learning needs and through regular advisory input.
- **The governance of the school:**
 - Governors' detailed knowledge of pupils' achievement and of the quality of teaching and learning across the school enables them to play an active part in evaluating the school's work.
 - Governors' effective contribution to managing staff performance ensures that all are held to account for pupils' progress; the governing body is fully aware of the link between staff performance and salary progression.
 - The governing body ensures that pupil premium funding is spent wisely to help to overcome barriers to learning; governors consulted parents in a well-attended meeting to ensure that their views were taken into account when these decisions were made.
 - An appropriate governor training programme is in place and the governing body is currently working towards the Governor Mark.
 - Governors carry out their statutory duties effectively, ensuring that safeguarding procedures are managed well and reviewed regularly. They ensure that equal opportunities are promoted vigorously and that discrimination is not tolerated in school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106091
Local authority	Stockport
Inspection number	402999

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	244
Appropriate authority	The governing body
Chair	Robert Hardman
Headteacher	David Marshall
Date of previous school inspection	December 2007
Telephone number	0161 4802715
Fax number	0161 4804894
Email address	headteacher@calegreen.stockport.sch.uk

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