

Cage Green Primary School

Cage Green Road, Tonbridge, Kent, TN10 4PT

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils make inadequate progress in mathematics in Key Stage 2. Pupils in Years 4 and 5 have fallen behind in English.
- Year 1 pupils are doing well in learning to read but this is not happening quickly enough in other classes. This is because the good work in helping pupils to match sounds and letters does not carry on in the rest of the school, especially for those who struggle with reading.
- Teaching fails to interest most pupils, as learning tasks are often 'more of the same'. This means some pupils lose concentration. The more-able pupils make inadequate progress because work is often too easy for them.
- Staff do not track pupils' progress carefully enough so that pupils who fall behind in their work are not identified quickly.
- Pupils are not clear enough about what they are expected to achieve in each lesson or whether they are making progress towards their targets.
- Evaluation of the school's performance is inaccurate. Leaders and governors have been unsuccessful in tackling weaknesses in pupils' basic skills.

The school has the following strengths

- There is a new well-resourced unit for pupils with autistic spectrum disorders. Leaders have worked hard to develop a welcoming atmosphere for these pupils so they feel well supported both in the unit and in classes in other parts of the school.
- In most cases, teaching assistants provide effective support for pupils who are disabled and those with special educational needs.
- There is an attractive learning environment and a stimulating and colourful outdoor play area in the Early Years Foundation Stage. Children make good progress in Reception.
- Pupils behave responsibly around school and are polite and respectful to their peers and adults. Pupils are knowledgeable about internet safety and can use it responsibly.

Information about this inspection

- The inspection team observed 20 lessons, of which eight were joint observations with the headteacher and deputy headteacher.
- Meetings were held with the local authority’s senior improvement adviser, pupils, the Chair of the Governing Body, senior leaders and staff.
- Inspectors considered parents’ and carers’ views of the school through discussions, documentation and the 51 responses to the online questionnaire (Parent View).
- The team spent a considerable amount of time observing teaching in the new unit for those pupils who have autistic spectrum disorders.
- The team examined a number of documents, including: the school’s own information on pupils’ current progress; teachers’ planning; and records relating to checks on staff performance. They also looked at pupils’ work, behaviour records, attendance figures and procedures relating to safeguarding.

Inspection team

Janice Williams, Lead inspector	Additional inspector
Carol Vant	Additional inspector
Richard White	Additional inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is larger than the average-sized primary school; the proportion of girls on roll is above the national average. There are two classes for pupils in Reception.
- The majority of the pupils are White British. The proportion of pupils known to be eligible for the Pupil Premium (additional government funding) is similar to the national average.
- The proportion of pupils supported at School Action and School Action Plus are both well above the national average. Some pupils have autistic spectrum disorders and a few pupils have communication needs or behavioural difficulties. There is a specialist unit for pupils with autistic spectrum disorders which has three classes. Pupils join or leave the unit at various points during the school year and this sometimes has a marked effect on the school's attendance figures.
- The proportion of pupils who speak English as an additional language is below the national average.
- In 2011, the school met the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good by:
 - making sure that lesson activities extend and challenge all pupils, especially those of higher ability
 - creating frequent opportunities for pupils to work independently, especially in applying their literacy and numeracy skills in other subjects
 - making sure that teachers quickly identify pupils who are falling behind in their work so they can be given extra help to catch up
 - making sure that pupils know what they are expected to learn in lessons and are clear about whether they are reaching their targets.
- Ensure that all pupils make good progress in mathematics, reading and writing by:
 - providing training for teachers so they are effective in teaching these subjects
 - giving pupils regular opportunities to practise their mathematics skills
 - making regular checks about how quickly pupils are learning letters and sounds.
- Ensure that leaders and managers are effective in tackling the school's weaknesses by:
 - tracking pupils' progress so that those falling behind are identified quickly and given extra help to catch up
 - making self-evaluation rigorous and accurate.
- Ensure that governance is effective in driving improvement by:
 - providing training for governors so they can hold senior leaders and staff to account for the achievement of different groups of learners
 - making certain that governors play a full role in analysing the school's strengths and weaknesses and deciding on priorities for improvement.

Inspection judgements

The achievement of pupils is inadequate

- The achievement of pupils in different classes, key stages and subjects varies too widely.
- Pupils make inadequate progress in mathematics at Key Stage 2.
- Achievement is inadequate in Years 4 and 5 because pupils do not make enough progress in English and mathematics.
- Pupils are not given sufficient opportunities to practise their reading, writing and mathematics skills in other subjects.
- Pupils make inadequate progress in developing their writing in Year 4 and disabled pupils and those with special educational needs also make very slow progress in reading.
- Pupils who are eligible for the Pupil Premium often make better progress in comparison with most pupils in reading and writing but make less progress in mathematics. Pupils make better progress at Key Stage 1 than at Key Stage 2 although Year 2 pupils from the unit make slower progress in reading and writing than they should. Results from the 2012 national tests for Year 6 pupils indicate that some are beginning to make better progress than in previous years in writing. However, the progress of the more able pupils across the school is still not good enough in reading and mathematics because teachers' expectations of these pupils are too low.
- Children enter Reception with knowledge and skills that are mostly as expected for their age but for some, their communication skills are weak. Staff track children's progress carefully and because of good teaching they leave the Reception classes having made good progress.
- Pupils who speak English as an additional language make good progress in reading and writing, and better progress in mathematics than other groups. Disabled pupils and those with special educational needs make better progress than other pupils in writing and mathematics but not in reading.

The quality of teaching is inadequate

- Teaching is inadequate because teachers have low expectations of pupils' capabilities.
- At Key Stages 1 and 2, most teaching seen during the inspection required improvement because some tasks lacked enough challenge and often provided work which pupils had covered before. In most lessons, higher attaining pupils are able to work independently but mistakes in their work are not always picked up by the teachers.
- In an English lesson for example, pupils made slow progress in developing their understanding of adverbs and the teacher did not make sure that pupils had understood what was being taught before moving on.
- The way teachers check on pupils' progress in learning letters and sounds is not always accurate. This results in the less able readers in Years 2 and 6 being given work which is too difficult for them.
- The way teaching assistants evaluate pupils' work is not accurate enough in helping to plan the next stage in pupils' learning.
- Teachers' weak subject knowledge in some of the topics covered in lessons results in pupils making inadequate progress.
- The support for disabled pupils and those with special educational needs is a strength. In the unit, the use of multi-sensory resources enables these pupils to make good progress.
- Pupils are not always clear about what they are expected to achieve by the end of a lesson. While pupils refer to targets at the front of their books they are unsure of their progress in reaching them.
- In the Reception classes, the attractive supermarket role play area encourages children to identify written numbers and develop their social and language skills. Children in the Early Years Foundation Stage enjoy good teaching and the use of stimulating resources which are helping to promote their independence and they make good progress.

The behaviour and safety of pupils **require improvement**

- Behaviour and safety require improvement because teaching fails to sustain pupils' interest in lessons and results in some pupils becoming restless and distracted. Pupils are not given enough opportunities to fully participate in lessons or work independently because teachers talk for too long.
- The school is a very welcoming place for all pupils and this is reflected in their regular attendance. The school's ethos of 'work hard', 'be kind' and 'make friends' is evident throughout as pupils from the unit are integrated well into lessons. Because of good support and effective use of visual resources in the unit, there are very few behaviour problems. Pupils are able to work in a safe environment because of the high level of care and behaviour is consistently well managed.
- Pupils play well together and are caring and respectful towards each other and to adults. There is a calm atmosphere around the school.
- In Reception, children display good behaviour. They cooperate with each other by sharing resources and being polite. They play responsibly and eagerly assist teachers in tidying their work area.
- Pupils speak highly of their school. They feel safe and say there is currently no bullying. In lessons, they work safely and carefully use the resources. Pupils are aware of how to keep safe when using the internet. They are knowledgeable about 'child friendly browsers' and are aware of the dangers of opening 'pop-up' adverts. In a Year 6 lesson, pupils' effective use of the internet was observed when they were independently researching the features and function of the brain.

The leadership and management **are inadequate**

- Leadership and management are inadequate because leaders have only monitored the progress of each outgoing Year 6 class. They have failed to use assessment information effectively to identify underachievement amongst different groups of pupils in other classes.
- The school does not ensure that all groups of pupils have an equal opportunity to make good progress because the school self-evaluation is inaccurate and leaders have been ineffective in ensuring that pupils make rapid progress in mathematics.
- Teaching was highlighted as an area for improvement in the last inspection and the monitoring of teaching remains ineffective. Senior leaders' judgements about the quality of teaching are far too generous. There is too little analysis of the impact of teaching on pupils' learning and progress. The school's lesson observation records often lack a clear explanation of why judgements have been made. During joint observations with inspectors, leaders accurately judged the quality of teaching overall but they did not recognise weaknesses in teachers' planning or the lack of clear guidance given to pupils about how to complete their work.
- New teachers receive very little guidance on how to use assessment information to plan activities that are suited to pupils' needs. Some key middle leaders are new in post and have had little time to make a difference to the the quality of provision or pupils' progress.
- The lack of rigorous performance management linked to carefully targeted professional training and development has contributed to the weaknesses in teaching persisting over time.
- The local authority has not been involved in training or supporting staff as leaders have used other external support.
- **The governance of the school**
 - most governors are relatively new in post
 - governors are well intentioned but do not have the skills to robustly hold senior leaders and staff to account for the achievement of different groups of learners
 - governors are over-reliant on information provided by the headteacher
 - governors do ensure that all safeguarding requirements are fully met.

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	118574
Local authority	Kent
Inspection number	401764

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair	Antonia Balaam
Headteacher	Karen Clarke
Date of previous school inspection	8–9 December 2009
Telephone number	01732 354325
Fax number	01732 369468
Email address	headteacher@cage-green.kent.sch.uk

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