

# Calveley Primary School

School Lane, Calveley, Tarporley, Cheshire, CW6 9LE

## Inspection dates

4 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although the attainment of pupils, by the time they leave in Year 6 in English and mathematics is improving and, was above average in 2012, it is not good enough in all classes given pupils' capabilities.
- Teachers do not always plan work which helps all pupils and, especially, those who find learning easy, to achieve as well as they could.
- Marking of pupils' work does not consistently show them how to improve their learning or provide them with enough time to follow up on the feedback.
- Opportunities are missed to help pupils to practise their reading, writing and mathematical skills in other subjects.
- A high level of staffing changes, since the last inspection, has slowed the pace of pupils' learning.
- Subject leaders and some governors who are new to role as yet lack the skills to check effectively on pupils' progress and on the quality of teaching.

### The school has the following strengths

- Children's achievement in the Early Years Foundation Stage is good.
- Inspirational leadership by the executive headteacher and the good levels of support given by the governing body have led to a determination by all staff to improve the school.
- Behaviour is good. There is a culture of mutual respect and calm across the school. Pupils say that they feel very safe and most parents agree with this.
- The curriculum provides well for pupils' spiritual, moral and social development.

## Information about this inspection

- The inspectors observed 10 lessons, one of which was a joint observation with the headteacher.
- They held meetings with senior leaders, staff, members of the governing body, pupils, a representative of the local authority and groups of parents.
- They checked school documents relating to safeguarding, how well pupils are doing in their work and the ways in which the school checks on pupils' learning.
- They took account of the seven responses to the online questionnaire (Parent View) and the views of the parents who spoke or contacted the inspectors.

## Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The proportion of pupils with special educational needs supported by school action is above average.
- The proportion of pupils supported at school action plus and those with a statement of special educational needs is below average.
- Almost all the pupils are of White British heritage.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has had four headteachers since the last inspection. The current executive headteacher has been in post since June 2012. She is also headteacher of a nearby primary school.
- Two of the five teachers were appointed in September 2012.

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

- Improve the quality of teaching to raise achievement to at least good in English and mathematics in all classes by ensuring that:
  - teachers always plan work which helps all pupils and, especially, those who find learning easy to achieve as well as they could
  - marking consistently shows pupils what they need to do to improve their learning and teachers provide enough time for them to follow up on the feedback
  - pupils are given more opportunities to practise their reading, writing and mathematical skills in different subjects.
- Raise the quality of the school's systems for checking that teaching and pupils' achievement are at least good by:
  - holding teachers fully to account for the progress of pupils in their classes
  - developing the skills of governors who are new to the role
  - developing the skills of subject leaders in checking pupils' learning in all the subjects of the curriculum.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children start school with skills which are typical for their age. They make good progress in the Early Years Foundation Stage, especially in their communication, mathematical and physical skills.
- The pace of pupils' learning in Years 1 and 2, given the good start they make in the Early Years Foundation Stage, has been slower than expected in recent years. This is as a result of staffing disruptions and teachers and leaders, in the past, setting too low expectations as to what pupils can achieve, especially for those who find learning easy. There are signs evident in lessons that this slow pace of learning has been halted and standards in writing and mathematics are rising.
- The improved focus given to regular reading sessions, and daily teaching of letters and sounds to help them read unfamiliar words, means that pupils' reading skills are rising and are now generally above average in both Years 1 and 2.
- There is evidence in pupils' work and lesson observations that their achievement in Years 3 to 6 is improving in reading, writing and mathematics. The standards and rates at which pupils learn and make progress by the time they leave in Year 6 are above average in reading, writing and mathematics. However, given their capabilities, these should be better. Consequently, pupils' achievement requires improvement overall because teachers in some classes do not plan work which helps all pupils to achieve as well as they could.
- Pupils clearly enjoy their lessons, particularly when they are given the opportunity to work creatively and independently. For example, children in the Early Years Foundation Stage thoroughly enjoyed using their reading and writing skills to write about what they would put into the witches stew which they had created.
- Pupils eligible for the pupil premium and those with special educational needs make the same progress as their peers and this is now improving because of the support they are given in lessons and the equal opportunities and encouragement provided for them by caring teaching assistants.
- Most parents are pleased with the progress their children make and especially with the support provided for their children's well-being.

### The quality of teaching

### requires improvement

- The quality of teaching is good in some year groups. However, it is not consistently good across the school.
- Among the positive features of all teaching are the good relationships evident between adults, pupils and parents throughout the school. In the best lessons, adults model high expectations of behaviour and work. Pupils know clearly what is expected of them and how they can succeed in their learning.
- In such lessons, for example as observed in a Year 5 and 6 lesson, detailed marking and regular homework were used effectively to direct pupils' next steps and to accelerate their learning. However, this is not consistent in all classes.
- Through working in groups in lessons, pupils enthusiastically share their ideas and emotions which are subsequently transferred into their spoken and written work. This was evident in a Year 5 and 6 lesson, as pupils explored different types of bullying. Searching and challenging questions from the teacher, opportunities to write and act out scenarios of bullying extended pupils' thinking, writing and understanding well.
- When the pace of learning slows in those lessons which require improvement, pupils do not learn as rapidly as they could and occasionally lose interest. This is because teachers have not used prior knowledge of what the pupil understands to plan lessons which match their needs or

which are fully challenging. Furthermore, marking does not consistently show pupils what they need to do to improve their learning, and teachers do not provide enough time for them to follow up on the feedback.

- In most classes, pupils are not given enough opportunities to practise their reading, writing and mathematical skills in different subjects and, as a result, they do not consistently reach the highest standards in all year groups.
- The teaching of pupils who are eligible for the pupil premium funding is managed adequately. Parents say, and the inspection agrees, that care for those with special educational needs is good because all adults and, particularly teaching assistants, ensure pupils receive appropriate support specific to their needs. As a result, these pupils have equal opportunities and potential discrimination is tackled adequately.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour is typically good both in classrooms and around the school. The school is harmonious and pupils fully understand the importance of good behaviour. Parents fully agree with this view. Most are very supportive of the school and say that any concerns about their children's well-being or safety are addressed well.
- Pupils have very positive attitudes to learning. They very much enjoy school and this is reflected in their above-average attendance.
- School records show that behaviour is typically good in classes, around the school and over time. Pupils' enjoyment of school has a positive effect on their achievement, although a few say the work is sometimes too easy or too hard.
- Pupils feel valued and listened to and enthusiastically welcome the numerous responsibilities given to them, such as being school councillors or eco-leaders. Such roles enable them to learn to act responsibly and to support each other well.
- Pupils are happy to conform to the school rules which they say help them to keep safe. Systems for recording and for following up the very rare incidents of misbehaviour are consistent and secure. Strong links with other educational partners ensure all pupils and their families are given appropriate support and guidance.
- The mutual respect between pupils and adults contributes well to the school's positive ethos and calm atmosphere. Pupils are happy and have good opportunities to participate in thoughtful school assemblies where they sing, reflect and pray together. This promotes their good behaviour and safety and strong spiritual, moral, social and cultural development.
- Pupils say that they feel very safe in school and understand how to keep safe. They say teachers and support staff have helped them to understand how to take care on the roads or when using the internet.
- Pupils treat each other fairly and with respect. They have a good understanding of the different types of bullying and say staff deal swiftly and effectively with any incidents that arise.
- In the Early Years Foundation Stage, care and welfare are good. The children share equipment well, take turns and are happy to talk about their learning.

### **The leadership and management** requires improvement

- Since her appointment, the highly experienced executive headteacher has undertaken a very comprehensive review of the school's effectiveness and in a very short time has drawn the staff together as a team committed to improvement.
- Good use of external consultants has provided beneficial reviews of school effectiveness and set clear actions for improving the quality of teaching to make sure that pupils' achievement becomes consistently good across the school.

- Through strong collaboration with the other school that the executive headteacher leads, and, with several schools within the local consortium, leaders and governors have worked rigorously to improve the quality of teaching and raise pupils' achievement through adopting a sharper focus on checking the quality of teaching and pupils' learning. The local authority provides effective support and challenge which has contributed well to improving the quality of pupils' achievement.
  - Senior leaders have worked closely with governors to develop their leadership roles. They have introduced more opportunities for the professional development of all staff. Although a close eye is kept on pupils' individual progress, as yet, systems to hold teachers to account for the progress pupils make are not yet fully effective. The skills of those subject leaders who are new to the role of checking that pupils are learning as well as they could in all the subjects of the curriculum, are not yet strong enough to contribute fully to improvement.
  - The curriculum covers all necessary subjects adequately and good plans are underway for increasing its creativity. It is suitably enriched through interesting clubs. The school promotes pupils' spiritual, moral and social development well. Good opportunities for pupils to reflect on their work, relationships and behaviour are built into learning within the curriculum.
  - Parents say they are well-informed about the work of the school because of the regular newsletters, parent meetings and the recently formed parents' council.
  - **The governance of the school:**
    - Governors are now more actively involved in the checking of the staff's performance and setting clear targets for improvement, however, governors who are new to the role, do not yet have the knowledge and skills to fully undertake this. Safeguarding procedures meet statutory requirements and members of the governing body carry out regular checks to make sure that pupils are kept safe. School finances are managed well and the governors use the very small amount of extra pupil premium money towards the employment of staff to work with pupils who are at risk of falling behind in their learning.
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## 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

<b>Unique reference number</b>	111071
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	405316

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laura Leather
<b>Headteacher</b>	Beverley Dolman
<b>Date of previous school inspection</b>	14 September 2010
<b>Telephone number</b>	01270 528624
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