

Cashes Green Primary School

Hillcrest Road, Cashes Green, Stroud, GL5 4NL

Inspection dates 5–6 March 2013

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well and some exceptionally well. From starting points that are well below average, they make good progress in English and mathematics so that most of them reach standards that are at least in line with those expected nationally at the end of Year 6.
- Teaching is consistently good and improving, the result of very good guidance and coaching from senior leaders.
- Pupils thoroughly enjoy coming to school and taking part in the wide range of activities, both during and after school. They behave exceptionally well and feel very safe.
- Playtimes and lunchtimes are enjoyable and harmonious, due in part to the contributions made by the Year 5 'Funky Friends' and the Year 6 'Dugout Dudes'.
- Senior leaders, including governors, are rigorous in monitoring pupils' achievement to ensure they are achieving as well as they should. Governors have developed a good awareness of how pupils are performing compared to others nationally.
- The headteacher and deputy headteacher provide excellent leadership. They are effective in their determination to drive up the quality of teaching so that more is outstanding.
- Pupils are very well cared for. The well-organised breakfast club provides pupils with a safe and healthy start to the day.
- All staff are most vigilant in ensuring incidents of bullying are extremely rare and dealt with effectively.

It is not yet an outstanding school because

- Pupils' handwriting is not yet as fluent as it should be and this inhibits their ability to write at length.
- Teachers do not always consistently implement the school's policy on the teaching of grammar and punctuation.

Information about this inspection

- The inspector observed eight lessons, seeing all teachers. All of the lessons were joint observations with the headteacher. In addition, the inspector undertook a learning walk with the headteacher, observing a range of learning activities.
- The inspector heard some pupils read and held a meeting with a group of pupils.
- Other meetings and discussions were held with the Chair and Vice Chair of the Governing Body, school staff and a representative of the local authority.
- The inspector took account of 15 responses to the on-line Parent View survey, responses to the staff questionnaire, and the school's own parent and pupil surveys.
- The inspector observed the school's work and looked at a range of documents including minutes of governing body meetings, school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

Inspection team

Paul Edwards, Lead inspector

Additional Inspector

Full report

Information about this school

- Cashes Green is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average. The proportion supported through school action is above average.
- The proportion of pupils who are eligible for the pupil premium, which is additional money provided by the government for pupils who are known to be eligible for free school meals, looked after children and those of service families, is above average. There are no pupils at the school from service families and there were no looked after children in the Year 6 class last year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages before- and after-school provision. Privately managed pre-school provision which operates on-site is subject to a separate inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing by ensuring:
 - all teachers consistently follow the whole-school approach to the teaching of punctuation and grammar
 - handwriting skills are taught more consistently.

Inspection judgements

The achievement of pupils is good

- Children's skills and ability on entry to the Reception class are well below those expected for their age, particularly in their language and mathematical development. Good progress, particularly in personal development, ensures pupils are well prepared for entry to Year 1.
- Good progress is maintained throughout the school because school leaders have successfully focused on monitoring pupils' achievements, and in maintaining good quality teaching and learning. Pupils' attainment at the end of Year 6 is broadly average. Pupils make much better than expected progress in reading and mathematics because teachers have high expectations of what pupils are capable of achieving.
- Pupils' progress in reading is particularly good. The teaching of phonics (letters and the sounds they make) is effective. Pupils read widely and often and develop a love of reading both for research and for pleasure.
- Although good, pupils' progress in writing is not quite as good as that in reading and mathematics. It has improved with the introduction of the creative curriculum which is providing pupils with more opportunities to write at length in different subjects and for different purposes. The introduction of themes that boys also find interesting has helped to ensure the quality of their writing matches that of girls. The school has rightly recognised, however, that the quality of pupils' handwriting has slipped and that the implementation of the school's policy on the teaching of punctuation and grammar is not implemented consistently across the school.
- Pupils have good opportunities to practise their mental arithmetic skills and to use their calculation skills across a wide range of subjects and activities. Consequently, they enter secondary education with secure mathematical abilities.
- There is very little difference in the achievement of boys and girls. However, the leadership is vigilant in monitoring trends to ensure that any underachievement is addressed quickly.
- Senior leaders make excellent use of the pupil premium and target it well. Consequently, pupils eligible for the funding achieve very well. In the 2012 national tests and assessments at the end of Year 6, pupils known to be eligible for free school meals were some four months ahead of their school peers in English and six months ahead in mathematics.
- Disabled pupils and those with special educational needs make good progress because the staff check their progress closely and ensure that work is well matched to their needs. Good quality and well-informed teaching assistants contribute well to the learning made by these pupils.
- Most parents who responded to the Parent View questionnaire and to those undertaken by the school feel their children are achieving well.

The quality of teaching is good

- Teaching is always at least good and there is evidence of outstanding practice across the school, particularly in Years 2 and 6. Teachers have a good rapport with pupils and have high expectations of how pupils will behave – they do not disappoint. Relationships are a real strength with pupils treated as mature individuals.
- Teachers plan work that is well matched to the wide range of abilities in their classes. Teaching ensures a brisk pace to lessons so there is no wasted time. For example, in a good Year 6 lesson, pupils' understanding of rhetorical questions, repetition, generalisation and exaggeration improved significantly during a lesson on persuasive language where they were trying to get the teacher to extend their 'Golden Time'. Where teaching is good rather than outstanding, pupils are occasionally not moved on to more challenging work as soon as they might be.
- Teachers ask searching questions that make pupils think before they respond, helping to improve their speaking and listening skills and expanding their vocabulary. They work hard to ensure all pupils contribute, not just those who put up their hands.

- The teaching of phonics is undertaken effectively through the grouping of pupils according to their level of understanding.
- Marking of pupils' work is good and pupils say how they appreciate the teachers' comments that tell them how they might improve their work. Pupils have a good understanding of their targets and the levels at which they are working and they say this helps them to 'work harder'. Occasionally, pupils are allowed to produce work that is not as neat and well presented as it should be which detracts from its content.
- Disabled pupils and those with special educational needs are taught well. There are good one-to-one sessions for those needing more intensive help and well-organised small-group sessions.

The behaviour and safety of pupils are outstanding

- Pupils really enjoy learning which is reflected in the good attendance and punctuality by most of them. They are exceptionally keen to do well and try really hard in all of their activities. They particularly enjoy topics such as 'The Victorians', talking enthusiastically about the visitors who enabled them to compare their school life with that of pupils many years ago.
- Pupils behave exceptionally well in lessons and around school. They are kindly, considerate, polite and courteous and made the inspector feel very welcome. The school's records show that this behaviour is typical over time too, a view endorsed by most parents and pupils.
- Good routines and high expectations of behaviour are well established in the Reception class. As a result, there is a very calm, friendly learning atmosphere. The children learn to share, work and play cooperatively. These important traits stand them in good stead as they progress through the school.
- Pupils have a good understanding of the various forms of bullying. They say, however, that they feel safe in school and bullying in any form is rare and is dealt with efficiently by the adults in school. Incidents of racial discrimination are extremely rare because pupils have a mutual respect for one another. Pupils are clear about the possible dangers of the internet and know how to stay safe when using it.
- Pupils' care for one another is very evident in classrooms but even more so in the playground where they play very sensibly and look after one another. For example the 'Dugout Dudes' and 'Funky Friends' are proud of their roles in organising games and ensuring all pupils have something to do and someone to play with at break times.
- The senior leadership has worked hard to improve attendance and has been effective in ensuring most attend regularly and punctually.

The leadership and management are good

- The headteacher has an excellent understanding of the school's strengths. She is very well supported by the deputy headteacher in her drive to raise standards and improve the quality of teaching further. Since the last inspection, the leadership has overseen the implementation of a creative curriculum. This has had a positive impact because pupils are now more enthused to write about things that really interest them. Subject leaders continue to develop and improve their skills and are becoming increasingly successful in raising standards.
- Senior leaders are rigorous in their monitoring of the quality of teaching. Teachers are all given clear targets for improvement. The views expressed by the staff through their questionnaires show they are challenged to improve but provided with excellent support and guidance that enables them to enhance their practice. A key feature of this support is the peer mentoring and coaching from skilled practitioners. Teachers also appreciate the opportunities to participate in professional development that they say improves their subject knowledge.
- The local authority provides very light touch support for this good school. It makes good use of the staff's skills to support other schools. For example, a leading numeracy teacher works with

other schools to improve the quality of mathematics teaching. The headteacher provides help to other schools on behaviour and pastoral support.

- The curriculum is carefully planned to ensure an appropriate balance of developing pupils' literacy and numeracy skills within a stimulating range of experiences which make a valuable contribution to pupils' enjoyment of learning. These themes and a strong focus on sports, arts and music make a significant contribution to pupils' spiritual, moral, social and cultural development. The school has developed international links with schools in several countries that help to promote pupils' understanding of people from other backgrounds.
 - Senior leaders ensure there is no discrimination and work hard to check all pupils are treated equally. The pupil premium is used well for those pupils at risk of underachievement to make the progress of which they are capable. Where appropriate it is used to fund pupils' attendance at the breakfast and after-school clubs and to take part in curriculum visits. Parents are encouraged to help in school and senior leaders have developed strong links with neighbouring schools.
 - **The governance of the school:**
 - Governors have an excellent knowledge of the school's strengths and weaknesses because they are working closely with staff to make the school even better. They have supported the school in maintaining good progress in literacy and numeracy. They have a thorough knowledge of the quality of teaching and the steps being taken to improve it still further. Systems are in place for the approval of pay rises to be tied to how well pupils are achieving.
 - Governors also understand performance data and how it compares with that of other schools. The school is well placed to improve further. Governors have an excellent understanding of how the pupil premium has funded small-group work and one-to-one adult support to help pupils achieve well. They check that the funds have been used successfully.
 - The safeguarding and health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors work closely with school leaders and staff to ensure that all pupils are treated equally and that there is no discrimination.
-

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	115561
Local authority	Gloucestershire
Inspection number	403266

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Andrew Wright
Headteacher	Meg Dawson
Date of previous school inspection	27–28 February 2008
Telephone number	01453 763598
Fax number	01453 763598
Email address	head@cashesgreen-pri.gloucs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

