

# Cinnamon Brow CofE Primary School

Perth Close, Fearnhead, Warrington, Cheshire, WA2 0SF

**Inspection dates** 3–4 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection achievement has risen rapidly because leaders and managers have acted decisively to improve the quality of teaching.
- By the end of Key Stage 2 pupils' attainment is in line with the national average in English and mathematics.
- Nearly all pupils make the progress expected of them. The proportion making better progress than this has grown rapidly in recent years and now compares favourably with national figures, although it is somewhat lower in mathematics than in English.
- Pupils who are disabled or who have special educational needs, including those in the Infant Development Centre and pupils known to be eligible for pupil premium funding, make good and sometimes outstanding progress because of the high-quality support that they receive.
- The school promotes equality of opportunity and tackles discrimination very effectively.
- Teaching is usually good with some that is outstanding. Teachers have good subject knowledge and form very good relationships with pupils.
- Pupils behave well and feel very safe in school because of the highly effective care, guidance and support that they receive.
- Pupils enjoy coming to school. Attendance is above average.
- Leaders and managers know what the school does well and where it could do better. They have a sharp and successful focus on improvement.
- The governing body is very supportive. It also knows the school very well and holds leadership very rigorously to account.

### It is not yet an outstanding school because

- Not enough pupils make better than expected progress, especially in mathematics, to ensure that pupils' achievement is outstanding overall.
- Not enough teaching is outstanding.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons taught by 15 teachers. There was considerable disruption to normal teaching during the inspection because of new timetable arrangements, several trips out of school and other activities involving pupils. Consequently, in addition to observing lessons, inspectors looked very closely at pupils' written work in their exercise books to gauge the quality of their attainment and progress over the last year.
- Inspectors held meetings with senior and middle leaders, groups of pupils and staff, and representatives of the governing body. An inspector also met with a representative of the local authority.
- Inspectors took account of a wide range of documentation including: information on pupils' progress and attainment; the school's evaluation of its effectiveness and the development plan; school records relating to behaviour, safety and the monitoring of teaching and learning; minutes of the meetings of the governing body; and reports from the school improvement officer.
- Inspectors took account of 55 responses to the online questionnaire (Parent View), as well as summaries of responses to questionnaires sent out by the school to parents. Inspectors also took account of questionnaires returned by staff.

## Inspection team

Stephen Wall, Lead inspector	Additional Inspector
Anthony Buckley	Additional Inspector
David Halford	Additional Inspector

## Full report

- Cinnamon Brow is larger than the average-sized primary school.
- Most pupils are White British. A small number speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is broadly in line with the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils who are supported through school action is above average.
- The proportion of pupils at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards that set the minimum expectations for pupils' attainment and progress.
- Since 2009 the school has had a resourced Infant Development Centre for up to eight children who have a range of severe physical and/or learning difficulties.

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

- Increase the proportion of teaching that is outstanding in order to drive up achievement further, especially in mathematics, by ensuring that:
  - all teachers use information about what pupils already know and are capable of to set tasks that are neither too easy nor too hard
  - the curriculum is planned to give pupils more opportunities to practise and apply their basic skills in mathematics across a range of different subjects
  - pupils have more opportunities to apply their mathematical skills to problem solving
  - teachers' feedback to pupils on their written work is consistent in showing them clearly the next steps that they need to take to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are generally well below those expected for their age. They make good progress because teaching is good and the range of activities indoors and outdoors is successful in stimulating their interest and learning.
- Pupils continue to make good progress in Key Stage 1 by the end of which attainment is generally below average. Over the last four years it has declined because of the impact of the Infant Development Centre and because leadership has made assessments at the end of Key Stage 1 more realistic and accurate than was previously the case.
- By the end of Key Stage 2 attainment in English and mathematics is in line with the national averages. The vast majority of pupils attain the expected levels in end of Key Stage 2 tests. The proportion attaining the higher levels has grown in recent years, especially in reading and writing, because the school has concentrated its efforts successfully on improving pupils' literacy skills.
- Nearly all pupils make the progress expected of them in English and mathematics by the end of Key Stage 2, given their starting points. In reading and writing the proportion making better progress than this has improved in recent years and is above the national figures. In mathematics it has also grown but at a slower pace.
- School data, observations of teaching and learning, and evidence from work in pupils' books show that the upward trend in achievement is set to continue unabated, especially in mathematics, which is now under the spotlight for further and faster improvement.
- Children in the Infant Development Centre and other pupils who are disabled or who have a statement of special educational needs make very good and sometimes outstanding progress because of the highly effective teaching and support that they receive.
- The school is meticulous in its planned use of pupil premium funding and in checking on its impact. As a result, attainment for pupils known to be eligible for free school meals is above that of similar pupils nationally and equal to that of other pupils in the school.
- The fact that all groups of pupils make good and improving progress and achieve well shows the school's successful impact on promoting equality of opportunity and tackling discrimination.
- The school's well-planned strategies for developing pupils' reading skills result in attainment that is generally above average. Results in the Year 1 phonics tests in 2012 were above average. Pupils say how much they enjoy reading and praise the variety of appropriate and enjoyable reading books that is available.

### The quality of teaching is good

- The majority of teaching is good. In the Early Years Foundation Stage it is consistently of at least good quality in providing children with a wide range of stimulating and imaginative activities both in the classrooms and outdoors. There is a good balance of activities that are adult-led and those that children choose for themselves.
- Teachers throughout the school have good subject knowledge and most plan their lessons well to contain a good variety of activities to keep pupils interested in their learning. Most lessons are taught at a fast enough pace to keep pupils busy and interested in what they are doing.
- Most teachers use information about what pupils already know and are capable of to plan activities that are pitched at the right level of difficulty for pupils. However, in some classes teachers set pupils tasks that are either too easy or too difficult. When this occurs it slows pupils' progress.
- The teaching of reading, writing and mathematics is good. Pupils read and write accurately and confidently. In mathematics pupils are making increasingly rapid progress, although it could be at an even faster rate if pupils had more opportunities to use their basic skills in solving

problems.

- Where teaching brings out the best in pupils, lessons move along at a very fast pace with activities that are matched closely to pupils' abilities. Pupils rise to the challenges that teachers set them and their written work shows great determination to give of their best. They enjoy working things out for themselves and take great pride in presenting their work clearly and logically.
- In a Year 6 English lesson, for example, on using persuasive writing the teacher used quick-fire and appropriately challenging questions to involve pupils actively in their learning and challenge their thinking. All the pupils showed an impressive recall of things they had learned previously and were eager to answer the probing questions posed by the teacher. Only when satisfied that every pupil was ready did the teacher set a range of different, challenging activities for different groups of pupils to complete on their own. Pupils set about their tasks with full understanding and relish. They made outstanding progress as a result.
- Teaching assistants play a pivotal and highly successful role in supporting pupils who are disabled or have special educational needs. In the Infant Development Centre teaching is outstandingly skilful in meeting the individual children's needs.
- Teachers mark pupils' written work regularly. The quality of their feedback to pupils on how to improve their work is of inconsistent quality, however. Pupils do not routinely have the opportunity to reflect on teachers' feedback and this somewhat limits pupils' capacity to make their work better.

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

- Pupils enjoy school. They behave well in the majority of lessons and around school, treating each other and the adults working with them respectfully.
- In most lessons, particularly where teaching captures their interest fully, pupils behave well and approach their lessons with interest and enthusiasm. Occasionally, however, when teaching gets the level of challenge wrong, pupils lose concentration and chatter idly.
- Pupils say, and school records for recent years confirm, that bullying of any kind is rare. They are confident that, should there be any bullying, it would be dealt with effectively and efficiently.
- Pupils say that they feel very safe in school. They understand what might constitute unsafe situations and how to avoid or deal with them. Pupils are fully aware of the potential dangers of using information and communication technology and are well versed in matters of e-safety.
- Pupils enjoy taking on responsibilities in school, for example by becoming school councillors or 'eco-warriors' promoting care for the environment both in school and on a wider plane.
- Above-average attendance shows pupils' positive attitudes towards school and learning.
- Almost all parents are pleased with the standards of behaviour in the school.
- Pupils' good behaviour, the respect and tolerance that they show for others and their deep understanding of other cultures and religions prepare them very well for life in a multicultural society and show the excellence of the school's promotion of their spiritual, moral, social and cultural development.

### **The leadership and management are good**

- Since the previous inspection leaders and managers at all levels have taken effective action to improve the quality of teaching. This has resulted in a significant and ongoing rise in pupils' achievement. The rigour with which teaching and learning are checked on has been stepped up. Information on pupils' progress is used more effectively to identify any underachievement and to hold teachers more closely to account.
- Performance management is integral to making sure that teaching focuses on improving pupils' progress. The outcomes are used effectively to inform decisions about staff progression on the

teachers' salary scale.

- Leadership promotes strong teamwork in the pursuit of improvement.
- Sophisticated systems are in place to check on pupils' progress towards increasingly challenging targets. Effective steps are taken to steer pupils back on track at the first signs of any falling behind. This is also leading to much-improved achievement in recent years and shows the school's strong capacity to continue to get better.
- Leadership and management of the Infant Development Centre and of provision for pupils with special educational needs are outstandingly skilful and successful in enabling these pupils to make impressive progress.
- The curriculum meets most pupils' needs well. It provides a good range of enrichment activities that have a profound impact on pupils' social, moral, spiritual and cultural development. The taught curriculum is planned well to provide a range of activities across different subjects that give pupils many opportunities to read widely and write about things that interest them. However, opportunities for pupils to apply their skills in mathematics across different subjects are not as frequent. This represents lost opportunities to accelerate pupils' progress in mathematics at a faster rate.
- The school has nurtured good relationships with the vast majority of parents. All parents would recommend the school to other, prospective parents.
- Policies and procedures for safeguarding are fully in place and give no cause for concern.
- The local authority provides light-touch support for this rapidly improving school.
- **The governance of the school:**
  - The governing body holds the school rigorously to account. It uses information about the school's performance knowledgeably to compare its effectiveness with other schools both locally and nationally. The governing body knows the quality of teaching and has fully supported senior leaders in the drive to improve its quality. The governing body understands fully the operation of performance management and monitors closely its link with salary progression. The governing body has a firm grip on the school's finances including how effectively pupil premium funding is allocated and used to raise achievement. Governors take part in regular training to keep themselves abreast of developments and to hold the school to account for its effectiveness.

## 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>	111381
<b>Local authority</b>	Warrington
<b>Inspection number</b>	405334

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Denise Williams
<b>Headteacher</b>	Lesley Sweeney
<b>Date of previous school inspection</b>	22 June 2011
<b>Telephone number</b>	01925 821108
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