

Cedarwood Primary School

Wilkinson Drive, Kesgrave, Ipswich, IP5 2ES

Inspection dates 4–5 July 2013

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|--------------------------------|----------------------|-------------|----------|
| 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 | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The strong leadership of the two headteachers has ensured that everyone in the school works very effectively as a team.
- Pupils are now making good progress throughout the school from starting points that are broadly average. Standards have risen sharply this year in all year groups.
- Much teaching is good and some is outstanding. This is the result of regular and thorough checking of the quality of teaching by the headteachers and other senior leaders.
- Additional adults employed to help vulnerable pupils and those who find learning difficult provide highly effective support.
- Pupils have very positive attitudes to learning, feel safe and behave very well in lessons and around the school.
- Pupils have good opportunities for spiritual, moral, social and cultural development, including those from real experiences both locally and through international links.
- The leadership of the governing body is effective in supporting improvements in teaching and learning to take place at a good pace.

It is not yet an outstanding school because

- There is not enough outstanding teaching to secure exceptional achievement.
- Marking does not yet ensure that all pupils are fully involved in improving their work.
- Pupils do not have enough opportunities to use their mathematical skills in other subjects.
- Older pupils are not all confident in using their knowledge of letters and the sounds they make to help with their reading and writing.

Information about this inspection

- Inspectors observed 19 lessons, 17 of which were seen together with the headteachers and deputy headteachers. Inspectors also observed pupils moving around the school, in the dining room and at break and lunchtimes. They listened to pupils read.
- Meetings were held with pupils, senior leaders, including subject and phase leaders, the Chair and Chair of Personnel of the Governing Body, and a representative of the local authority.
- Inspectors took account of the 60 responses on Parent View (Ofsted’s online questionnaire for parents) as well as parents’ spoken views. Inspectors took account of the 32 staff questionnaires and the school’s most recent parent and pupil questionnaires.
- Inspectors looked closely at a range of documentation, including the school’s own data about the progress of pupils, leaders’ evaluation of the school’s strengths and weaknesses, improvement plans, safeguarding policies and records relating to teachers’ performance.

Inspection team

| | |
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| Christopher Cheswright, Lead inspector | Additional Inspector |
| Nichola Perry | Additional Inspector |
| Nicholas Asker | Additional Inspector |

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Most of the pupils are White British.
- A very small minority of pupils are supported by pupil premium funding. This is additional money given to schools to help specific groups of pupils, which, in the school applies to those known to be eligible for free school meals and children in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than the national average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- An additional headteacher was appointed in September 2012, on a part-time basis, when the existing headteacher went part-time.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to raise attainment in reading, writing and mathematics by:
 - giving pupils more opportunities to use and develop their numeracy and problem-solving skills in subjects other than mathematics
 - making sure that marking is consistent in developing a dialogue that helps pupils to reflect on how well they are doing and improve their work
 - ensuring that older pupils with weaker reading and writing skills develop their understanding of letters and sounds (phonics) to help them improve.

Inspection judgements

The achievement of pupils is good

- Standards in reading, writing and mathematics are rising quickly in all year groups. The underachievement of recent years has been tackled successfully, and attainment is now above average in most year groups. In Year 6, pupils have made good progress this year to catch up on previously lost ground and attain average standards.
- Improvements in the accuracy of assessments across the whole school are ensuring that teachers are now providing the right levels of challenge to pupils. In Key Stage 1, pupils are making between one and two and a half terms' progress above national expectations in reading, writing and mathematics as a result of higher levels of challenge throughout this key stage.
- Children in Reception classes, who start school broadly in line with national age-related expectations, are taught well. They are given a stimulating environment that encourages them to learn across a wide range of skills. A safe environment is provided where children are able to experiment. This helps them to develop good personal and social skills on which the rest of the school can build successfully.
- Younger pupils are benefiting from good teaching of phonics (the sounds that letters make) and this is allowing them to read with greater accuracy and expression. Some older pupils, however, have less confidence when applying their phonics skills in everyday situations and lessons. As the result of the one-to-one tuition being used in Years 5 and 6, those pupils who had fallen behind are now making at least the progress they should in reading.
- The progress made by disabled pupils and those who have special educational needs is now good in reading, writing and mathematics. This is because the school provides personalised support for each pupil. Additional adults ensure that pupils remain focused on tasks in lessons and encourage them to work independently rather than to be dependent on support.
- Progress of pupils supported by the pupil premium has accelerated because the funding has been focused on each individual's need, with one-to-one tuition provided by experienced teachers within the school. Current school data shows the gap between their attainment and that of other groups in reading, writing and mathematics is reducing considerably in all year groups. Pupils supported by the pupil premium are now progressing at least at the same rate as their peers. There were not enough pupils known to be eligible for free school meals in Year 6 in 2012 to comment on their attainment without identifying them.

The quality of teaching is good

- Teachers and additional adults are expert at supporting pupils and prompting them to think hard and solve problems through good questioning. The extensive use of 'talk partners' is effective in engaging all pupils and increasing their confidence in participating in class discussion, so improving their vocabulary.
- Teachers use data about pupils' progress to set work at an appropriately challenging level, with lesson objectives that step up the level of challenge. Pupils understand these objectives, which means that they make rapid progress and are able to identify their next steps in learning. In a Year 2 literacy lesson, for example, the objectives were referred to when the author of the book being studied had written a 'step 1' sentence and the pupils were engaged fully in a discussion about how to improve this.

- Teachers generally plan activities that ensure pupils of all abilities can access the task at the appropriate level. For example, in a Year 3 mathematics lesson on precision of measurement, a range of problems based on ability challenged all pupils; the teacher modelled place values at an appropriate time, ensuring learning continued at a good pace.
- Teachers plan well for the use of additional adults in the classroom and they deploy themselves well to support pupils across the range of ability. In the majority of lessons, they use expert questioning which engages and challenges the pupils they are working with.
- Teachers are making relevant links between subjects, and to everyday situations. In a science lesson, for example, the focus on the use of scientific key words and their meaning was integral to the learning about plant structures. However, such good links are not seen in planning for the development of numeracy skills. Teachers do not provide enough opportunities for pupils to use their mathematical and problem-solving skills in other subjects.
- Additional adults who support vulnerable pupils or those who find their learning difficult, are skilful in structuring small-group and individual tasks, ensuring that the pupil takes some responsibility working independently and finding things out for themselves.
- Marking usually ensures that pupils know how to improve their work. The best marking ensures that pupils respond to teachers' comments; for example, by writing a diary entry or letter to the teacher in relation to the outcome, therefore demonstrating they are taking responsibility for their own learning. Such good practice is not found consistently. In some classes, teachers do not follow up the marking they do to ensure that pupils act on the advice they are given.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning and their behaviour in lessons and around the school are consistently good and often exemplary. This is because behaviour management is underpinned by strong and well-established systems.
- Pupils confirm that behaviour is good. They say that bullying is rare and actions taken deal with any problems quickly. Playground supervision is good, and this allows for a wide range of activities to take place in a safe environment.
- Relationships throughout the school are excellent. Pupils work well in groups and show respect for each other, whether working in pairs, small groups or as a whole class. This is particularly evident in 'talk partner' discussions, where pupils are often enthused to carry their discussions further to explore their ideas or viewpoints.
- Pupils feel safe in school and have a good understanding of unsafe situations. They are knowledgeable about the different forms of bullying and understand what actions must be taken to resolve the situation. Pupils said they receive regular information about this during personal, social and health education lessons and assemblies, and from posters around the school.
- Very strong support is provided for all pupils that helps them to feel safe and develop into happy members of the school community. A range of additional support, including excellent links with external agencies, is provided for families whose circumstances make them vulnerable.
- Teachers manage any inappropriate behaviour extremely well so that it rarely disrupts learning. Pupils are very aware of the consequences of their actions and speak confidently about rewards

and sanctions used by the school.

- Pupils are proud of their school and are pleased to welcome visitors. They have trust in adults and will initiate conversations and talk confidently with adults, even from an early age. This is because their contributions are highly valued by their teachers and they feel safe to 'have a go'.
- Attendance is above average. The school works closely with parents, and with external agencies to improve the attendance of the few pupils with low attendance. Punctuality is good.

The leadership and management are good

- The very good leadership provided by the headteachers and deputy headteachers has resulted in all staff being made more accountable for improving the progress made by pupils across the school.
- Staff share high aspirations and work cohesively to achieve their goals. This is particularly evident through the leadership of Key Stage 1, where pupils are now making very good progress. Parents are supportive and pleased with what the school provides for their children.
- The use of pupil progress meetings and the monitoring by senior leaders of the progress made by classes and individuals are ensuring that all teachers are planning lessons that are focusing more on the needs of individuals.
- Effective leadership of English and mathematics has led to very marked and rapid improvements in pupils' progress and attainment across the school. This is particularly evident in the impact of phonics teaching on reading and writing in Reception classes and Key Stage 1 and in the notably better attainment and progress this year at the end of Year 6.
- Improvement planning is effective. It builds on current successes and involves teachers with posts of responsibility and other staff in taking action to benefit all pupils. This ensures that school leaders, including governors, are able to make accurate judgements on how well the school is performing and what it needs to do next.
- All staff are held strongly to account to improve their performance and the achievement of pupils. Termly meetings set clear targets for improvement. Where necessary, they also lead to appropriate support from the school and from the local cluster of schools to help teachers to improve their practice.
- The curriculum offers pupils a wide range of good learning experiences through visits, visitors and others contacts in the local and wider community. There are strong links locally, for example with a hospice, and further afield, for example with schools in Africa, which promote pupils' spiritual, moral social and cultural development. Artwork around the school demonstrates how this takes inspiration from a wide range of subjects.
- Equality of opportunity is promoted well and discrimination of any kind is rare and addressed quickly and effectively.
- The local authority has provided appropriate levels of support and worked with the school to check the accuracy and consistency of teachers' assessments of how well pupils are doing in each year group. More recently, support has focused on the setting up of a local cluster of schools to develop good practice.

■ The governance of the school:

- The governing body provides good support and challenge to school leaders. Governors manage the school budget effectively so that funding is focused well on priorities for improvement, including the use of funds to reward good teaching. They have ensured that school leaders are held to account. As the school has grown in size, they have ensured that the leadership team grew proportionately, leading to the good leadership provided by the headteachers and deputy headteachers in the school. All governors have oversight of a particular area in the school and regular visits are planned and structured to ensure that the key strengths and areas for development are covered. The governors have a very good awareness of the school's current results, strengths and areas for development. They know how pupil premium funding is being used and that it is narrowing the achievement gap. Governors ensure that arrangements for safeguarding fully meet regulatory requirements.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 131962 |
| Local authority | Suffolk |
| Inspection number | 413148 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 450 |
| Appropriate authority | The governing body |
| Chair | Dr Margaret Rowe |
| Headteacher | Doug Stroud and Richard Griffiths |
| Date of previous school inspection | 12 May 2010 |
| Telephone number | 01473 612981 |
| Fax number | 01473 612892 |
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