

Caedmon Primary School

Attlee Road, Grangetown, Middlesbrough, North Yorkshire, TS6 7NA

Inspection dates 7–8 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- From their starting points in nursery, pupils make good progress and leave Year 6 with attainment that is average in reading and mathematics and close to average in writing.
- Teaching is good overall and outstanding in Years 5 and 6. Teachers explain work clearly, know their pupils well and have high expectations of them. Pupils' attitudes in lessons enable them to make good progress.
- Children get off to a good start in the Early Years Foundation Stage where provision is good. Children are happy, engaged and enjoy a range of activities that attract and maintain their interest and allow them to learn independently.
- Pupils' behaviour is good in lessons, in the playground and dining hall. When moving around school it is exemplary. Pupils show high levels of respect for adults and to each other, they know the school rules and say that they feel very safe in school.
- The senior leadership team, led exceptionally well by the astute headteacher, is highly ambitious for the school. Actions are quickly reaping benefits especially in improving the quality of teaching and raising achievement. The school is improving rapidly and well placed to improve still further.
- The skilful governors are very perceptive in their analysis of the school's performance. They hold senior leaders to account based on their detailed knowledge of the school. They play a full part in the day-to-day life of the school.

It is not yet an outstanding school because

- The progress pupils make, especially the most able, is not yet consistently good in all year groups. Targets set for pupils are not always high enough.
- Handwriting is not always neat and pupils lack confidence when working independently and applying their skills.
- Not enough teaching is outstanding. Some teachers do not provide work that is challenging enough, especially for the most able, and the pace of teaching becomes too slow in some lessons.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons and a school assembly, two of which were shared lesson observations one with the headteacher and one with the deputy headteacher. Inspectors also listened to children read, observed pupils at lunchtime and playtime, and observed teaching assistants working with pupils.
- Discussions were held with senior leaders, staff, governors, pupils, parents and a representative of the local authority.
- Inspectors took account of the school's recent consultation with parents through questionnaires concerning its work. In addition, inspectors held discussions with some parents, and considered 21 questionnaire responses from staff. The four responses from parents to the online questionnaire (Parent View) were insufficient to generate meaningful results.
- Inspectors looked at a range of evidence including the school's own view of its work, the school's information about pupils' attainment and progress, documentation relating to teachers' performance, pupils' behaviour, attendance and the school's safeguarding procedures.
- Inspectors looked at a wide range of other evidence including school displays, its website and the school's wider work beyond the classroom.

Inspection team

Philip Scott, Lead inspector	Additional Inspector
Lesley Richardson	Additional Inspector
Geoffrey Seagrove	Additional Inspector

Full report

Information about this school

- The school is an averaged-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium which provides additional funding for children in the care of the local authority, pupils whose parents are serving in the armed forces and pupils known to be eligible for free school meals, is higher than average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is well above average. Those supported at school action plus or with a statement of special educational needs is also well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Maximise the rates of progress made by all pupils and raise their attainment, especially that of the most able by:
 - ensuring senior leaders set challenging targets for the progress made by pupils in each year group
 - improving pupils' handwriting and the use of imaginative vocabulary when they write
 - raising pupils' confidence in working independently and applying their skills in a range of open-ended, investigative activities.
- Further improve teaching so that more is outstanding by:
 - sustaining an appropriate pace in lessons to secure the engagement and concentration of pupils at all times
 - ensuring that work set during lessons is consistently challenging, especially for the most able pupils.

Inspection judgements

The achievement of pupils is good

- Children achieve well from their starting points in nursery, which are generally well below those expected for their age. In the Early Years Foundation Stage, children work independently and cooperatively in engaging activities that promote perseverance and concentration, developing positive attitudes to learning. Children make good progress in their basic skills of reading and writing. Despite this, their attainment when they start in Key Stage 1 is below average.
- Progress from pupils' individual starting points is good in Years 1 to Year 6. In lessons, pupils work hard and make good progress. This, and the school's own tracking data, confirms that pupils are achieving well. The results of national tests show a rise over the last three years and in 2013 attainment was average in reading and mathematics and close to average in writing. Overall, the proportions of pupils making and exceeding expected progress in English and mathematics are well above national figures. Progress accelerates rapidly in Years 5 and 6 because of effective teaching, high expectations, marking to which pupils respond and excellent attitudes to learning.
- Pupils make good progress in Key Stage 1, attainment is rising and pupils reach levels of attainment that are just below average in reading, mathematics and writing.
- Reading is strong throughout the school. Pupils make good progress because basic skills are taught effectively. Younger pupils in Key Stage 1 are eager to read, and use their increasingly secure knowledge of letters and the sounds to read unfamiliar words, whilst older pupils are developing in their fluency and understanding of what they are reading. This was particularly evident in a Year 6 lesson where pupils were skilled in explaining the author's use of language, for example, why the word 'lunge' was used in an extract from a Greek myth 'Arion and the Dolphins.'
- Attainment in writing is slightly lower than in reading and pupils do not always write with enough imagination to reach the higher levels. Teachers do not always insist that pupils write with fluency and legibility in their handwriting style which slows progress for some pupils.
- In mathematics, teachers ensure pupils have opportunities to use and develop their basic numeracy skills. In a Year 5 lesson, for example, pupils were successful in their strategies to add a two-digit number to another two-digit number, and calculated the perimeter of regular polygons.
- The most able pupils make good progress and test results show a steady increase in the number of pupils reaching above average attainment, especially in mathematics. However, this progress is not yet consistent in all years. Occasionally, progress is slowed because tasks are not hard enough for these pupils. Early identification of pupils who are at risk of falling behind enables the school to make effective provision for disabled pupils and those with special educational needs. They make good progress because the school offers an inclusive and supportive small group support class to some pupils who find learning in a whole-class situation difficult. This is highly effective, especially for the younger pupils.
- The gap in the performance of the pupils known to be eligible for free school meals and other pupils in the school is narrowing. This is because the pupil premium is spent wisely on providing a range of additional support for pupils' learning, and to give access to extra-curricular activities. In the past, the gap between these pupils and others was too wide and reducing the gap has been a priority for the school. The stronger teaching now being seen at the school has accelerated their rate of progress. These pupils are now working at levels in line with their peers nationally, but lower than other pupils in the school in English and mathematics.

The quality of teaching is good

- The vast majority of teaching is good and some is outstanding, especially in Years 5 and 6. In outstanding lessons, teachers have high expectations of what pupils can achieve, and the pace of learning and level of challenge enables pupils to concentrate and be fully involved in the lesson at all times. However, not all teaching follows this outstanding practice.
- Lessons are carefully planned and teachers use a variety of strategies to engage pupils in their learning, such as the effective use of 'Chat Chums' when pupils listen carefully to each other and learn from each other.
- Teachers' good subject knowledge often accelerates learning, such as in a Year 5 geography lesson in which pupils used correct terminology to discuss the merits of different sea defences to combat coastal erosion because the teacher had explained each type of defence clearly.
- This good knowledge is also evident in the Early Years Foundation Stage. Tasks are imaginative, such as when one child took a photograph of an earwig and attempted to write a sentence about it.
- In all classes, pupils' work is marked thoroughly, regularly and consistently. Marking is usually of a high quality; it celebrates success, provides feedback about how well as skill or concept has been grasped and clearly explains the next steps for learning. The way in which pupils reflect and self-assess, accessing further help and support if necessary as part of the 'Review Time' built into each lesson, is a strength of teaching in the school. The school has worked hard since the last inspection to ensure that pupils' attitudes and behaviour supports learning. This has been successful and a major factor in improving both teaching and progress. Teachers know their pupils, insist on high standards of behaviour in lessons and manage their classes extremely well. This establishes a learning atmosphere conducive to good learning. There are high levels of trust and respect, pupils listen attentively to adults and to each other and their social and moral development is promoted very well in lessons.
- Teachers' questioning skills are usually good, but occasionally questions fail to be open-ended or challenging enough and as a result opportunities to apply skills and deepen pupils' understanding are lost.
- Teachers' planning and observation of lessons show that most of the work undertaken by pupils successfully matches their abilities and moves their learning forward, but in some year groups it is not always challenging enough, especially for the most able. Occasionally, the pace slows because some tasks are over-directed and pupils do not flourish as independent learners.
- Teachers and teaching assistants give timely and constructive individual advice during lessons to disabled pupils or those with special educational needs. Consequently, these pupils enjoy their learning and the vast majority make good progress.

The behaviour and safety of pupils are good

- The youngest children in the Nursery and Reception classes follow instructions carefully and enjoy working and playing together. Children's attitudes are characterised by their determination to persevere and succeed, to share ideas and equipment, and their enjoyment of the challenges provided in their learning.
- Older pupils typically behave extremely well in the playground, in the dining hall, around school and in classrooms. They are polite and courteous to each other, to adults and to visitors, know how to look after each other and are able to listen attentively to each other and take turns. They move around school impeccably, arriving and leaving the school assembly without a fuss or a noise.
- Records show that minor incidents of poor behaviour are dealt with swiftly and effectively, and the number of these incidents is declining rapidly. The school's own questionnaire shows that parents feel pupils behave very well and are kept safe at school. Parents are confident that any hint of bullying will be dealt with quickly and effectively by the headteacher.

- Pupils are proud of their school and say how safe they are made to feel, one pupil stating that bad behaviour is now simply not tolerated as 'it's not worth it'. Recently agreed school rules for behaviour in lessons, in the dining hall and outside are repeated by pupils a number of times each day with zeal.
- Pupils' attitudes to learning are very good across all year groups and subjects, but very occasionally a few pupils can become disengaged from learning and lose concentration when teaching is not of a high enough standard and the pace of the lesson slows.
- Pupils are aware of all types of bullying and know how to combat it if it were to occur. They value the role played by Bullying Ambassadors and Playground Buddies, as well as the reward systems such as team points and 'behaviour parties'. Opportunities to play a role in the life of the school through the school council, eco-warriors or prefects are enjoyed by pupils. Older pupils feel very well prepared for the next stage in their education.
- The school has a range of effective strategies to ensure pupils attend regularly and are on time. As a result, attendance has improved and is now close to average and improving further.

The leadership and management are good

- The senior leadership team has an uncompromising and ambitious view of how good the school can be to drive school improvement and further raise pupils' achievement. Its recent success owes much to the skilled and determined approach of the well-respected headteacher. The school's view is based upon an accurate and realistic evaluation of what it already does well, a well-thought through prioritisation of actions, and clear identification of areas in which it still needs to improve. As a result, the school is very well placed to make further rapid improvements.
- The headteacher and other leaders and managers observe teaching regularly and provide staff with constructive feedback about how to improve their practice. A few weaker aspects remain and are being resolved by well-targeted coaching from the deputy headteacher.
- The performance of staff is managed well. Staff have challenging objectives for improvement which include the progress that pupils make. Training is matched to the needs of the school and staff morale is very high.
- Senior leaders track the progress pupils make to identify those who need extra help. They set targets for the progress that pupils make in their learning but these targets are not always challenging enough for some year groups.
- The curriculum meets the needs and interests of pupils, and supports their spiritual, moral, social and cultural development very well. Topics are usually based around a geography or history theme and are enhanced and enriched by visits to the local area, such as a topic on volcanoes involving a visit to Saltburn to study rock formations, or a visit to Ormesby Hall to support work on the Victorians.
- The views of all pupils are valued and their talents nurtured so all feel special. Discrimination of any kind is not tolerated and all pupils have equality of opportunity to succeed.
- Safeguarding policies and procedures fully meet requirements. Record keeping and staff training are fully up to date.
- The school is using the extra funding for Primary School Sport to allow all pupils in the school access to new activities such as dance or lifestyle weeks. Competitive sport has increased. Enhanced training for teachers guarantees the sustainability of these new initiatives in lessons. The school is already enabling pupils to develop healthy lifestyles and better physical well-being, skilfully managed by the physical education and sports leader.
- The school is proactive in developing partnership working amongst the schools in the West Cluster Collaboration in Redcar and Cleveland, also benefiting from strong ties with two nearby outstanding schools. These partnerships are well supported by the local authority, brokering effective professional development opportunities identified by the schools involved.

■ **The governance of the school:**

- The governors are extremely well informed about the school’s performance and its assessment data, and know its strengths and areas for development. The governing body benefits from considerable educational and school leadership expertise from some of its members. Governors review data and are adept at providing challenge, asking searching questions about the progress of pupils and are fully involved in the strategic planning and the day-to-day life of the school.
- Governors have an accurate view of teaching, the performance of different groups of pupils and how effectively pupil premium funding is used by the school. They check that teachers’ salary increases link to their performance. They speak in great detail of the school’s immediate priorities and are fully involved in auditing teaching and developmental planning.

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	134096
Local authority	Redcar and Cleveland
Inspection number	425855

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Philip McElwee
Headteacher	Sarah Richardson
Date of previous school inspection	3 November 2011
Telephone number	01642 453187
Fax number	01642 468128
Email address	srichardson@caedmon.rac.sch.uk

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