

Calveley Primary School

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

Inspection dates 20–21 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- From typical starting points for their age children are given a good start in Reception and make good progress.
- Progress thereafter is good in all classes and standards in reading, writing and mathematics are above average at the end of Year 6.
- Teaching quality is good. There is some outstanding teaching. Pupils are motivated to learn because well-planned activities bring the best out of them.
- Pupils feel entirely safe in school. Their outstanding behaviour and enthusiasm for work are major factors in their good achievement.
- Determined leadership has brought rapid improvement to important aspects of the school’s work since the previous inspection
- An outstanding aspect of that leadership has been the headteacher’s management of teaching and learning.
- Governance of the school is a significant strength. The governing body’s response to local authority support for the school has been very positive

It is not yet an outstanding school because

- Teaching in the school is not outstanding. Good marking is not consistent in all subjects, and varies between classes. Sometimes the most able pupils are not tested to the full by their work. The outstanding practice in the school is not used as a model to improve all teaching.
- The leadership of individual subjects and leaders’ accountability for standards and quality is not fully established.

Information about this inspection

- The inspector saw seven lessons, three of which were observed jointly with the headteacher.
- Meetings were held with staff members, pupils, parents, a representative from the local authority and members of the governing body.
- Also taken into account were the views of 22 parents who responded via Ofsted's online questionnaire Parent View.
- The inspector examined a wide range of documentation that included: national assessment data and the school's own assessments; samples of pupils' work; the school's own view of its work; minutes from governing body meetings; and curriculum and safeguarding information.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school in which almost all of the pupils are White British.
- The school is part of a soft federation (one that is not formalised) and as such works closely with Acton C of E Primary School in Nantwich. The headteacher is head of both schools. She became executive headteacher of Calveley in June 2012, just prior to the previous inspection.
- The proportion of pupils supported by pupil premium funding is very small when compared with the national average. (The pupil premium is additional funding allocated for pupils known to be eligible for free school meals or in the care of the local authority.)
- A broadly average proportion of pupils is supported by school action.
- A well-below average proportion of pupils is supported by school action plus or has a statement of special educational needs.
- The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- After-school care is provided by the school.
- Several awards have been achieved recently, including the Artsmark Gold award and School Games Kitemark, for curriculum development.
- Over the past year there have been significant changes to the teaching staff with some posts being occupied by temporary teachers.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and thereby raise pupils' achievement further by:
 - using the most effective teaching as a model for teaching throughout the whole school in order to improve overall quality
 - making sure that the most able pupils are challenged to the best of their abilities in all lessons
 - improving the consistency and impact on progress of good marking in all subjects and in all classes.
- Consolidate the roles of subject leaders so that leadership and accountability for improvements are clearly established.

Inspection judgements

The achievement of pupils is good

- Children start Reception with knowledge and skills that are typical for their age. They settle in well and enjoy the activities planned for them. Their personal and social development is particularly good so that they learn to work alongside others, share activities and become curious and keen to learn.
- They make good progress during this first year in school and are ready to face the challenges of the Year 1 curriculum, having reached a good level of development in all that they do.
- Good progress continues in Key Stage 1. Pupils did better than average in the 2013 phonics (letters and sounds) screening check for Year 1 pupils. The impact of this learning is seen in how confidently pupils read in Year 2. In 2013 Year 2 standards were the best they had been for several years. Current standards in Year 2 are average in reading, writing and mathematics. They are not higher because pupils lost some ground due to a very unsettled and disrupted year of teaching while in Year 1. Nevertheless, they have made good ground in the current year and most are on track to reach at least expected standards with more set to achieve the higher Level 3 than in previous years.
- Pupils continue to make good progress in Years 3 to 6. School assessments and pupils' work show that the rate of progress has increased due to effective use of assessment information to check progress and reset more demanding targets and clearly focused teaching.
- Standards in reading, writing and mathematics at the end of Key Stage 2 have improved. They have been above average for the past two years. Currently, standards seen in Year 6 pupils' work are also above average. This indicates the good achievement of this small group in which a significant proportion have additional learning needs.
- Pupils throughout the school read well. Year 2 pupils are very enthusiastic about reading, and use their phonics and other methods confidently to work out unfamiliar words and meanings in the text. By the end of Year 6 pupils have an acceptable knowledge of some past and present authors and their works. They know how important reading is and are generally fluent readers with good understanding of what they read.
- Disabled pupils and those with special educational needs make good progress. Their progress is checked very closely to make sure that the learning planned for them caters for their particular needs. The school's records confirm that pupils currently in Year 6 have all made better than expected progress in mathematics from their starting points and at least expected or better progress in reading and writing.
- The most able pupils are identified and generally challenged well from an early stage to make the progress expected of them. For example, there are opportunities for children in Reception to work problems out for themselves and become more resourceful learners. Some pupils in Year 6 are given the encouragement they need to achieve the highest Level 6 in English or mathematics. Nevertheless, there are instances where work for the most able in classes, although different, does not test pupils' thinking enough.
- The number of pupils throughout the school who are supported by the pupil premium is very small. However, this does not lessen the importance given to the group's achievement or the rigour of governors' progress checking. Equality of opportunity for all pupils is high on the school's agenda. Pupils known to be eligible for free school meals and presently in Year 6 make at least good progress in keeping with the other pupils.

The quality of teaching is good

- Continuous checking of teachers' work and first class support and guidance from leaders have brought significant improvement to teaching through a difficult time of change for the school. A more settled teaching team, with a common focus, has resulted in improved progress.
- Some teaching results in outstanding learning but this practice is not shared as a model for all

staff to improve their skills further.

- Pupils are enthusiastic about learning. They enjoy new challenges and opportunities to solve problems.
- Planning is good and pupils always know what is expected of them when an activity begins. Sometimes though, not enough is expected of the most able groups with regard to exploring ideas on their own and working things out for themselves and this hinders their chances of making outstanding progress.
- Learning in English and mathematics is good. Pupils have many opportunities to use their writing skills in different ways and to test their knowledge of number in problem solving.
- Pupils got a lot of pleasure from a mathematics lesson, for example, when they had to find a number by thinking logically through a series of clues. This tested their mental agility and mathematical thinking very well.
- Good learning is seen in science where topics are dealt with thoroughly. In one lesson pupils discovered what made good electrical conductors or insulators. Older pupils built well on that knowledge by testing different circuits to make buzzers work.
- Music has a high profile in the school. Pupils in Years 5 and 6 are leading the way as the school orchestra. Art work displayed around the school is impressive. Pupils say that they have noticed an improvement in physical education and those lessons are also a firm favourite for many pupils.
- Staff members know their pupils well and use the school's assessment system effectively to check progress and set new challenges. Progress during lessons is also checked well through questioning and discussion. Any misunderstandings are usually dealt with promptly.
- Some good work has gone into improving marking. This is generally managed effectively in literacy books because pupils are given helpful guidance about improvement and time to correct their work. The good practice is not evident in all subjects, however, and it varies between classes. Opportunities to correct pupils' work are missed, some comments are not particularly helpful to pupils and sometimes work is left unmarked. Consequently, pupils do not always receive the feedback they need to help them make even better progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- 'Perfect', 'fantastic' and 'creative' are some of the words pupils choose to describe how they feel about their school. Pupils arrive punctually and their attendance is consistently well-above average.
- Pupils' attitudes to learning are excellent. They work hard in lessons and take a great deal of pride in what they do. They particularly enjoy their residential visits and talk enthusiastically about their participation and achievements in sporting tournaments with other schools.
- Behaviour around the school is excellent. Pupils are invariably polite and courteous towards others. Their table manners are a credit to them and they are very mindful of one another in the playground.
- They take pride in their school and look after it extremely well. The play ground is litter-free because recyclable materials are recycled or composted for their vegetable garden.
- Pupils have very clear awareness of others' cultural lifestyles and are always tolerant of others' different circumstances.
- The school's work to keep pupils safe and secure is outstanding.
- Great care is taken to ensure that pupils are aware of possible risks to their safety and well-being in and outside of school and that they know how to manage them.
- Pupils fully understand the clear guidance about e-safety and other forms of bullying and are adamant that bullying does not occur in school. Name-calling, they say, is rare and never really offensive. They feel entirely safe in school and have very trusting relationships with adults who care for them.

- Parents fully endorse pupils' views about their care and safety. The vast majority of parents are entirely supportive of the school's work and appreciate the additional care and safety provided after school.
- Pupils contribute greatly to the everyday life and ethos of the school. The school council gives all pupils the chance to share their views about improvements. The eco council and appointed play leaders play their part in helping others to develop positive attitudes and a sense of fair play.
- By the time pupils leave the school they appreciate the opportunities they have at Calveley but are ready, nevertheless, to move confidently into the next stage of their education.

The leadership and management are good

- The headteacher's incisive leadership, particularly of teaching and learning, has raised expectations and ambitions, and established a common mindset that the school will become outstanding.
- Senior leaders and governors recognise that to achieve that goal there is more work to be done on teaching as well as building further on middle-management roles in order to secure fully effective leadership in all subjects and full accountability for improvement in standards.
- The checking and development of teaching and learning have been consistent and robust over the past two years. Non-negotiable standards set by leaders have resulted in the elimination of less-effective teaching and a significant shift to good or outstanding
- Despite many changes in staffing and temporary appointments along the way, good progress has become established in the school and pupils' achievement is good.
- Curriculum development has been an important part of the school's work. Current staff members have worked effectively on the changes to be introduced in September 2014, and many of those changes are already being taught in order to meet new subject expectations.
- Sports funding allocated to the school is used well to enrich the physical education curriculum and improve the quality of teaching in that subject.
- School leaders have responded very positively to the issues from the previous inspection. They have very successfully taken on board external advice. Intensive local authority support has been greatly reduced because of leaders' strong capacity to manage further improvements themselves
- Work with the partner school within the soft federation has been helpful. Leaders see the potential of collaboration to maintain or improve on strengths in both schools. Important steps have been taken, for example, by governors serving on both governing bodies, to secure their continued success.
- **The governance of the school:**
 - Governors know the school very well. They know how good it can be and are fully committed to its success. Their understanding of how well the school works and its future needs enables them to challenge and support the school effectively to gain the best outcomes. They use national data well to measure academic performance and are particularly watchful over the progress of pupils supported by pupil premium funding. They oversee the headteacher's performance professionally and are aware of how the quality of teachers' performance is linked to increases in salaries. Statutory responsibilities are fulfilled efficiently. Finances, including sports funding are managed well. Safeguarding meets the government's requirements and arrangements are kept under close review so that the well-being of pupils and staff is secure.

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	111071
Local authority	Cheshire East
Inspection number	442404

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	90
Appropriate authority	The governing body
Chair	Laura Leather
Headteacher	Beverley Dolman
Date of previous school inspection	4 December 2012
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