

Cledford Primary School

George VI Avenue, Middlewich, Cheshire, CW10 0DD

Inspection dates 3–4 June 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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school has made rapid progress in bringing improvement since the previous inspection.
- Children are given a good start in Reception class and make good progress.
- Throughout Years 1 to 6 pupils make good progress and achieve well. Standards are currently on track to be above average, especially in reading and mathematics.
- Teaching is of a consistently good standard throughout the school and sometimes outstanding. Pupils say that they learn something new every day and that their teachers help them a lot.
- Pupils feel extremely safe and well cared for in school. They have excellent attitudes to learning and behave exceptionally well.
- Attendance is well above average.
- Outstanding leadership and management, particularly of teaching and learning, have rapidly improved pupils' achievement and the school's capacity for further success.
- The work of the governing body is highly focused on the school's improvement and its drive to provide the best for all pupils.

It is not yet an outstanding school because

- Standards and progress in writing are not as high as they are in reading and mathematics.

Information about this inspection

- Inspectors saw 24 lessons and part lessons.
- Meetings were held with staff members, pupils, members of the governing body and representatives from the local authority and the local community.
- Also taken into account were the views of 32 parents who responded via the on-line questionnaire (Parent View), as well as questionnaires completed by staff members.
- Inspectors observed the school's work and examined a wide range of school documentation including: national assessment data and the school's own assessments; the school's evaluation of its work; local authority reports; minutes from governing body meetings; samples of pupils' work and safeguarding information.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Chris Griffin

Additional Inspector

Jennifer Platt

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most of the pupils are White British. About 15% of the pupils are from Travelling communities.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- A below average proportion of pupils is supported by school action.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- Before- and after-school care is provided on site. This is not managed by the governing body and is reported on separately.
- The school has recently achieved the Artsmark Gold award.

What does the school need to do to improve further?

- Raise standards in writing to match those achieved in reading and mathematics by:
 - maximising the impact of current training and the plans for improvement already in place and checking regularly to make sure that they are working effectively
 - using the most successful practice in the school as a model for all writing lessons
 - making sure that the most able pupils are challenged consistently
 - providing more opportunities, across all subjects, for pupils to apply the skills of good quality writing that they learn in English lessons.

Inspection judgements

The achievement of pupils is good

- When children enter Reception class their skills are generally below those typically expected for their age.
- They are well cared for and their personal and social development is given high priority. Interesting activities, both in their classroom and outdoors, help them to make good progress and to develop confidence and the skills that they need in all that they do. They are confident and ready to move into Year 1 by the end of Reception.
- Pupils build well on their good start in Years 1 and 2. In Year 1, their knowledge and understanding of letters and the sounds that they make is better than average. This means that pupils tackle their early reading and writing confidently and make good progress.
- Good progress continues in Year 2 and standards in reading, writing and mathematics, currently, are securely in line with national averages and continuing to improve.
- Progress has accelerated considerably in Year 3 to 6 also, since the previous inspection, as the school's plans to bring this about take effect. Accurate school assessments and pupils' work show that current standards are above average in reading and mathematics. Although standards in writing are improving well, school leaders recognise that they could be raised further.
- The school's focus on reading and its high profile in the school is successfully raising standards. Pupils in Year 2 are very enthusiastic readers. They read regularly at home and in school and know how to find the information that they need from books. They talk about their favourite characters in stories and understand why reading is important.
- By the end of Year 6, pupils choose from a wide range of books and authors. They develop good levels of understanding and read aloud confidently.
- Disabled pupils and those with special educational needs make good progress. Their needs are very well provided for. Reading and mathematical skills are particularly well targeted and some pupils make rapid progress as a result of the boost they get from well-managed and skilful support.
- Most able pupils are identified and well provided for in mathematics. The school has employed a skilled teacher of mathematics to help Year 6 pupils reach their full potential. Leaders agree that this level of challenge needs to be extended to writing, particularly for the most able pupils.
- The gap between the attainment of those pupils supported by the pupil premium and others in the school is closing rapidly. Leaders have tackled this issue from the previous inspection vigorously and closed the gap by two thirds since 2012. Currently, school assessments show that pupils known to be eligible for free school meals are now only two terms behind others and continue to make good progress from their relative starting points.
- Governors check the effectiveness of pupil premium spending very carefully in order to fulfil their commitment to providing equality of opportunity for all pupils in the school.
- The significant proportion of pupils from Travelling communities are very well integrated in the school. They attend regularly and make good progress. In the 2013 national data, the group's progress from Key Stage 1 to Key Stage 2 was shown to be better than others' in the school.

The quality of teaching is good

- Teaching quality has improved rapidly over the past year. There has been a relentless focus on pupils' progress. This has led to better use of assessment, more regular checking of pupils' work and better planning to cater for pupils' varying needs and interests.
- The work of teaching assistants is a crucial factor in pupils' good learning. They are well trained to give the support pupils need. They manage their work with skill and with sensitivity for pupils' individual needs.
- Pupils learn well because the variety of resources and methods used make activities lively and interesting. For example, Year 2 pupils used hand-held computers very skilfully to find

information about islands across the globe. Drama and video clips are used to stimulate writing.

- Such methods, and pupils' sharing of their ideas, generate a lot of enthusiasm for learning and are part of the reason why pupils comment that they learn something new every day.
- There is a good focus on English skills of spelling, punctuation and grammar. Presentation of work and handwriting are also given importance and pupils take pride in what they do. English activities focus well on improving sentences and use of vocabulary, although occasionally pupils are not challenged to apply their skills in different ways and for different purposes. The most successful practice in English lessons is not shared fully across the school to raise the quality of writing further.
- Pupils learn a good range of mathematics, including shape, handling data and number. There is a strong emphasis on using number skills to solve problems in different ways. Pupils are encouraged to think mathematically, ask challenging questions and explain what they do. During one mathematics activity, pupils said, 'It's really good. We are challenged in this group'.
- After learning to find the volume of a prism, a Year 6 pupil commented that the method might work for regular shapes but asked about irregular shapes. This showed advanced thinking and the extent to which expectations are being raised in mathematics.
- Mathematics and writing skills are increasingly used by pupils in their topic work. This enhances their work in geography, history and science, for example, and leads to good learning and progress. Nevertheless, there are not enough opportunities for pupils to apply their good basic English skills more widely across all subjects.
- Pupils say that they enjoy their music lessons. The range and quality of pupils art work displayed around the school is impressive and they have noticed the increased amount of physical education activity over the past year.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Pupils' eagerness to learn and their love of school underpin the rapid improvement in their progress and achievement.
- They are attentive in lessons, have the greatest respect for their teachers and are always willing to test their ideas with others and help each other out.
- Around the school, pupils are invariably polite and well mannered. They behave exceptionally well in the playground and show both pride and responsibility by keeping the playground tidy, playing safely and making sure that inspectors know about their 'Character Learning' which promotes respect, responsibility and resilience.
- A lovely playtime activity that brings pupils of all ages together is when they gather in a group and pupils take turns to lead singing. There is excellent spirit among the pupils in these sessions and they are very mindful of each other as a result.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are very clear about potential risks around the school. School council members accompany members of the governing body on regular risk assessment tours of the site.
- Pupils know what dangers may be present outside of school and how best to avoid them.
- They fully understand the different forms that bullying can take, including cyber-bullying and there is clear guidance for the whole school about internet use.
- Pupils very strongly affirm that there is no bullying in the school and that offensive name-calling is very rare. The school's incident records confirm that view.
- Pupils make an excellent contribution to the everyday life of the school. Their attendance is well above average, they arrive punctually and neatly dressed.
- The school council is very active and has, for example, brought improvements to the variety of choices on the lunch menu, improved playground equipment and successfully confronted parents over the safety of parking outside the school.
- The eco-committee members are watchful over paper recycling, the school's use of energy and

have plans for a pond in the school's wooded area to improve environmental learning.

- Pupils are well known and admired in the community for their contribution to local events and through their strong links with the local church.

The leadership and management are outstanding

- The headteacher's unfailing vision and drive for improvement has raised expectations and the quality of all leadership to an outstanding level. The mindset that the school will continue to thrive is fully shared and unfaltering.
- Leaders have responded speedily to the effective support provided following the previous inspection. Consequently, the local authority recognises the quality of leadership along with the school's capacity to manage its own future improvement.
- The headteacher and other senior leaders are a highly effective team. They check the school's work incisively and are very quick to put plans in place to provide all pupils with the best learning opportunities. Plans to raise achievement in reading and mathematics are successful and a more recent focus on writing is beginning to show results throughout the school. Leaders now plan to check the impact of their plans for writing, and of staff training, to be certain that standards reach the school's expectations.
- There is an equally strong drive among middle managers, in charge of subjects, to improve the curriculum and standards of work. Pupils' views are taken into account, as well as their needs, when planning takes place. Subject leaders are well prepared for the introduction of the new National Curriculum in September 2014. They have very good knowledge of their subjects and clear plans for future improvements. Learning is greatly enriched by the numerous clubs outside of lesson time, including popular residential visits. The school promotes pupils' spiritual, moral, social and cultural development exceedingly well.
- The school's allocated sports funding is used very well. Skills and expectations in the teaching of physical education are being raised considerably. The range of outdoor sports opportunities has not gone unnoticed by pupils and the quality of those experiences has improved because of the expertise of specialist coaches.
- Central to the school's rapid improvement is leaders' outstanding management of teaching and learning. The quality of work in classrooms is checked robustly. Staff are given first-class guidance about how their work can improve as well as the support and training they need to achieve leaders' high expectations. These are underpinned by the Teachers' Standards. All teachers are aware that they are accountable for pupils' progress and that salary progression is linked to classroom performance.
- As a result of this decisive action, teaching that required improvement a year ago is now consistently good with some that is outstanding.
- **The governance of the school:**
 - Governors have an extremely accurate view of the school and speak convincingly of its successes and what it needs to do next. They are clear about the school's performance management and why teaching overall has improved since the previous inspection. Governors are also aware of the changes in the school's pay policy and of how the policy must now be applied. There is a good range of expertise among governors that equips them very well to challenge and support school leaders in equal measure. Their clear understanding of national assessment data means that they check academic progress closely, including that of pupils supported by pupil premium funding. They are involved in the school's daily work through visits and discussion with staff. Financial and other statutory duties are carried out efficiently and safeguarding requirements are fully met.

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	135567
Local authority	Cheshire East
Inspection number	442410

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	320
Appropriate authority	The governing body
Chair	Andrew Littler
Headteacher	Jane Booth
Date of previous school inspection	26 February 2013
Telephone number	01606 288240
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