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18 March 2015

Richard Griffiths
Headteacher
Cedarwood Primary School
Wilkinson Drive
Kesgrave
Ipswich
IP5 2ES

Dear Mr Griffiths

No formal designation monitoring inspection of Cedarwood Primary School

Following my visit to your school on 17 March 2015, accompanied by John Lucas HMI, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you and the deputy headteacher gave us and the time you took to discuss behaviour in your school. You were in charge of the school on the day of the inspection as your partner headteacher, Mr Stroud, was engaged in other professional work out of school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the school.

Evidence

Inspectors considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence and data
- discussions with school leaders, governors, staff and parents.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

This two-form-entry school is larger than average. There are three Year 6 classes due to a local bulge in pupil numbers for this year group only. Almost a third of Year 6 pupils are girls. There are more boys than girls in Reception and Year 1. The very large majority of pupils are White British or from other White heritages and the proportion of pupils who speak English as an additional language is below average. The percentage of disadvantaged pupils who are supported through additional government funding (pupil premium) is well below average. The proportion of disabled pupils and those who have special educational needs is also well below average. The school community is stable with very low mobility mid-year. Staffing is relatively stable; one deputy headteacher is on long-term sick leave and another teacher is on maternity leave. Mr Stroud is responsible for the day-to-day running of the school four days per week and you are responsible on the other day.

Behaviour and safety of pupils

The behaviour and safety of pupils were judged good in the previous inspection and they still are. Last year, through regular monitoring of pupils' behaviour in lessons you and other senior leaders, including governors took the view that attitudes to learning could be even better. You introduced a programme across the school that emphasises positive behaviours for learning including ambition, attitude, responsibility and resilience. These, along with other key attributes for good learning, are reinforced through teachers' expectations in daily teaching. Displays and posters that are a feature in every classroom and in corridors, spell out the expectations for pupils' learning and behaviour. As a consequence, boys' and girls' attitudes to learning are strong in all classes.

Attendance is typically above average; the frequency of persistent absenteeism by individual pupils is below average and the rate of exclusions is average. At the start of the school day, pupils arrive calmly and come into school sensibly. In lessons, they respond quickly to their teachers' and other adults' instructions without fuss or challenge. Boys and girls show positive attitudes towards their learning because teachers' chosen methods and approaches such as use of talk partners, discussions and use of interactive software or film clips on the electronic whiteboards are effective in keeping the learning fresh and engaging. Pupils show courtesy and respect towards each other, staff and visitors. When moving around the school, pupils do so quietly, sensibly and safely whether or not there is a high level of adult supervision. Pupils say that behaviour is typically good in school. The very large majority of parents agree. However, a small minority do not agree and the school has not unpicked the underlying reasons for the negative views that show on Ofsted's online questionnaire, Parent View.

Out in the playground, pupils were involved in purposeful play activities such as climbing on apparatus, playing ball games with friends, sitting quietly in seated areas with friends chatting or reading and playing hide and seek. Pupils of all ages mixed well together. The extensive grounds are well supervised by staff. Pupils whose behaviour is sometimes fragile have teaching assistants with them to ensure that they have friends to play with and that help is on hand if their behaviour should falter. No aggressive or overly boisterous behaviour was observed at morning or lunch time break. Pupils responded instantly to the whistle signal that break is over

and lined up quickly and quietly to return to class and continue their learning. Similarly, at the end of the school day, pupils left the building calmly and happily.

Staff (including midday lunchtime supervisors), nominate vulnerable pupils to have access to the 'Beecroft Room' from time to time at lunchtime. This reduces the length of time they spend outside with all other pupils which for them can be too long if they are emotionally fragile. This provision works well because they are encouraged to bring a friend and levels of staff supervision are high. These friends and the staff model excellent personal social skills for the chosen pupils to follow and emulate. Staff and pupils engage in play that encourages high levels of communication and cooperation that develop their personal skills and spiritual, moral, social and cultural development well. Even so, these same pupils sometimes struggle to start the school day positively because they are anxious or upset. Support from teaching assistants is always available in these instances with one-to-one support and encouragement given until their anxiety reduces. Nonetheless, the assistants are not briefed sufficiently on the teaching that is taking place in the classroom so that they are in a position to prepare the pupils and promote their smooth transition into class.

The school's work to keep pupils safe is effective. Pupils were certain that bullying is extremely rare and that staff would consider racist comments as very serious indeed. In discussions, pupils came across as inclusive young people. They were sure that no-one is left out or called names because of their appearance, their family background, their special needs or the colour of their skin and confirmed that they were not at risk of harassment or discrimination. Pupils had a good understanding of e-safety especially issues around cyber-bullying which has high profile in the curriculum. 'Anti-bullying ambassadors' support pupils in the playground by sorting out minor disagreements, helping staff, playing games and finding friends. Strong relationships with adults ensure that pupils feel safe to share their feelings and concerns in the knowledge that they will get help from staff if needed.

You, and senior leaders and governors ensure that the ethos and culture within the school promotes good behaviour and that staff manage behaviour well. The statutory policies to promote positive behaviour and anti-bullying are accessible to parents. Safeguarding arrangements for recruitment and vetting of staff meet requirements and you and other leaders do not hesitate to refer to relevant external any concerns about individual pupils should they occur. Nonetheless, there is room for improvement in implementing the policies systematically and effectively. Systems for staff to report concerns lack clarity in these policies. Those for monitoring and evaluating outcomes for pupils' behaviour, safety and attendance are not rigorous enough so that all senior leaders have a sufficiently detailed overview.

Priorities for further improvement

- Ensure that systems for reporting concerns about individual pupils are clear, universally understood by staff and reflected accurately in the relevant policies.
- Sharpen arrangements for monitoring behaviour, attendance and safety and summarise the outcomes to share across the leadership team and the governing body.

- Give teaching assistants who support vulnerable pupils information in advance about the learning that is planned for the pupils whom they support.
- Take into account the views registered by parents on Parent View and identify the underlying reasons for any negative responses.

I am copying this letter to the Director of Children's Services for Suffolk, and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Linda Killman

Linda Killman
Her Majesty's Inspector