

# Rainow Primary School

Round Meadow, Rainow, Macclesfield, SK10 5UB

**Inspection dates** 15–16 December 2015

**Overall effectiveness** **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher provides exceptional leadership. This results in all pupils thriving in a welcoming and nurturing environment.
- Senior and middle leaders share the same passion and vision as the headteacher and lead their areas of responsibility with skill and rigour.
- Governors are regular visitors to the school and have a comprehensive knowledge of it. They are meticulous in their approach and provide a high level of support and challenge to leaders.
- The school's curriculum is broad and balanced. Leaders have a sharp focus on achieving high academic standards, but equally value the personal development of every pupil. Pupils have positive, memorable experiences which they will never forget.
- Outstanding teaching over time has resulted in excellent outcomes for pupils in reading, writing and mathematics. Pupils make outstanding progress throughout the school and are prepared exceptionally well for the next stage of their education.
- Provision in the early years is outstanding. The early years is led exceptionally well and outstanding teaching has resulted in improving outcomes over the last three years. Pupils leave the Reception class exceptionally well prepared for Year 1.
- The procedures and practice to keep pupils safe are very effective. Safeguarding records are meticulously maintained and checked.
- Pupils' spiritual, moral, social and cultural development is planned exceptionally well through a series of well-considered visits, events and workshops.
- Behaviour in lessons and around school is exemplary. Pupils love coming to school and say they feel part of a large family. Pupils rarely miss a day of school and all pupils attend well.
- Parents are overwhelmingly supportive of the school.

## Full report

### What does the school need to do to improve further?

- Ensure that all pupils have more systematic opportunities to apply their mathematical knowledge in a range of reasoning and problem-solving activities.
- Ensure that in all classes, pupils have regular opportunities to apply their writing skills in extended pieces of work.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher has a passion for academic success aligned with an equal desire to give pupils a learning experience they will remember forever. He is unrelenting in his vision, which is shared by all members of the school community. He has established a culture of ambition and drive so that every pupil succeeds.
- Middle leaders are now highly effective in their work. Since the last inspection, they have developed skills in monitoring standards within their subjects and work closely with senior leaders and governors. They are held to account to ensure that standards in all areas remain high.
- Leaders have a clear and accurate understanding of school effectiveness. The quality of teaching is monitored regularly and robustly through lesson observations, checking work in books and by speaking to pupils about their learning. Leaders evaluate school performance from a wide range of sources, including parents. Current initiatives to improve the health and well-being of pupils are driven by information gathered from parents.
- Leaders and governors plan improvement activities very effectively. They are based on wide-ranging evidence of how well the school is performing. Staff understand their roles within whole-school developments and their own professional targets are linked clearly to priority areas. Plans are evaluated accurately and regularly so that governors can measure progress towards targets.
- Pupils love their learning at Rainow. They say that lessons are fun and exciting. This was witnessed during the inspection with Year 5 pupils watching a live space launch which followed up their topic work on space. They watched developments with much interest and then completed related activities, such as researching and discussing the effect of weightlessness on the human body.
- Pupils' spiritual, moral, social and cultural development has high priority in the school. Leaders arrange special focus weeks on different themes, such as health and well-being or learning about British values. Older pupils also have opportunities to take part in 'Rainow University' activities every year, where they can select an activity to broaden their learning, such as building a den outdoors, cooking, learning chess or studying philosophy. The 'pupil promise' is a list of planned activities which leaders want all pupils to experience before they leave the school. Activities such as visiting a theatre, watching a live, major sporting event or singing in a choir in front of a large audience are some examples. Activities such as these ensure that pupils have a well-rounded education at Rainow.
- Pupil premium funding is used very effectively. There is a small number of disadvantaged pupils in the school and leaders and teachers know these pupils very well. Their provision is monitored and tracked exceptionally well, with clear plans to provide academic or other support where necessary. Any barriers to learning are quickly removed and pupils make strong progress.
- The primary sports grant is also used effectively. Leaders have used funding to allow experts to visit school regularly and provide experiences in a wider range of sports than previously. This has also allowed teachers to develop their own skills in delivering good-quality sport and physical education lessons. Leaders have also made sure that there are relevant resources available to help facilitate effective learning.
- Parents are overwhelmingly positive about the school. A large proportion of parents responded to Parent View and 100% of parents indicated that they would recommend the school to others. A similarly high percentage of parents agreed that all aspects of school are strong and many comments commend leaders' work.
- Leaders' communication with parents is exemplary. Parents receive an annual analysis of parental questionnaires and the results are compared with those for the previous year, so parents can see how the school has improved and in which areas. Parents also receive clear information, keeping them up to date with how well pupils are performing.
- The local authority appropriately considers that the school needs 'light-touch' support. It completes annual assessments of the school and provides support and guidance when needed.
- **The governance of the school**
  - Governors have a clear understanding of school performance. This is because they receive detailed information from the headteacher that allows them to ask challenging questions. They also visit the school regularly to speak with other leaders and evaluate performance for themselves.
  - Governors are linked to different subjects and aspects of the school so they are not just reliant on the headteacher for performance information. Further to visits, governors produced in-depth reports outlining the depth of discussion with leaders and this is shared with all governors at the next

meeting, so that all are kept well informed.

- Governors have a clear understanding of performance management procedures and how teachers' pay is linked to performance. Teachers are only rewarded when their performance warrants it. Targets set for teachers, including the headteacher, are challenging and are designed to have an impact on pupils' learning.
- Governors ensure that the pupil premium funding and primary sports funding are spent wisely and have the intended impact.
- Governors attend training events regularly and share any new information with all governors. New governors are well supported through training and also by working alongside their more experienced colleagues.
- The arrangements for safeguarding are effective. School leaders and governors create a safe culture by ensuring that policies and procedures are kept up to date.
- Leaders ensure that all staff receive training regularly, including when new staff join the school. All new staff are subject to rigorous pre-employment checks so that pupils are kept safe.
- Risk assessments are completed for activities and areas around the school site and also when pupils go on trips to ensure that all are kept safe. Older pupils are involved in completing risk assessments in some outdoor areas.

### **Quality of teaching, learning and assessment is outstanding**

- Teachers plan lessons that excite and engage pupils. Pupils say that learning is fun and that they are well supported. There are strong systems in place to support pupils who need extra help with their learning. Staff ensure that pupils receive just the right amount of help so that pupils can think for themselves and develop skills of independent learning and self-reliance.
- Teachers make sure that pupils' learning is secure because they teach new information in logical steps. For example, in a descriptive writing lesson, pupils first had to describe an unseen picture to a friend for the friend to draw. When complete, the pictures were compared and pupils could appreciate the importance of using lots of descriptive vocabulary in their work, which resulted in very effective descriptive writing.
- Teachers have strong subject knowledge and question pupils expertly to promote pupils' deeper understanding. They also make sure that teaching resources are of high quality and are ready to use so that no time is wasted.
- Teachers have high expectations for what all pupils can achieve in lessons. Explanations are clear and good use is made of time to ensure that learning is secure. Pupils understand how they can achieve success in every lesson.
- Teachers are skilled in using assessment information to plan lessons that address what pupils need to do next. They also assess pupils' progress during lessons to make sure that they are all on track to succeed and refocus pupils where they have misunderstood.
- All teachers follow the school's agreed policy for marking and feedback. Pupils know what they have done well and also what they need to do to improve. Pupils are given 'fix-it' time to correct any errors or to complete additional work to deepen their understanding.
- Teachers go the extra mile to ensure that pupils learn to their full potential. When performing at the Christmas production, pupils acted, sang and spoke clearly and with great confidence to the delight of the audience. The level of performance was exceptional and is testament to the talent, high expectations and high levels of commitment shown by staff at the school.
- Pupils' writing is of a high standard. The standard of writing in books other than in literacy is equally high. Pupils are developing strong skills in grammar, spelling and punctuation, but in some classes, they would benefit from even more opportunities to practise these skills more often in extended pieces of writing.
- Tasks in mathematics are challenging and reinforce pupils' knowledge of number, calculation strategies and place value. There are increasing opportunities for pupils to apply their skills in reasoning and problem-solving activities, but leaders acknowledge that this is an area for further development.

## Personal development, behaviour and welfare

is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils display excellent attitudes and are confident learners. They develop skills in independent learning very well. They are resilient, and persevere with tasks because teachers and other staff are skilled at providing just enough support so that pupils can learn for themselves.
- Pupils love coming to school and are very proud to be part of the Rainow community. Comments from pupils such as, 'we are part of one big family' and, 'our class is like a team' are typical. All parents spoken to confirmed this view. As one parent said, 'If my daughter could come to school every day, she would'.
- Pupils value the positive relationships between themselves and staff. They say that teachers are friendly and encouraging. If pupils get something wrong, teachers praise their efforts and then show them how to improve.
- Leaders ensure that the curriculum is well balanced so that pupils have experiences that enhance their personal development routinely. As a result, pupils are not afraid to take risks or try new things.

### Behaviour

- The behaviour of pupils is outstanding.
- In all areas of the school, both in and out of the classroom, pupils are respectful to staff and to each other. They are keen to share their ideas in class and listen to the opinions of others well.
- Attendance is excellent and well above the national average for primary schools. There have been no exclusions from school in the last five years.
- Pupils have an extensive knowledge of bullying, including cyber-bullying and also know how to stay safe online. Pupils say that bullying is extremely rare and are confident that it would be dealt with quickly if it did happen. The vast majority of parents agree that the school deals effectively with bullying.

## Outcomes for pupils

are outstanding

- Overall, outcomes for pupils are outstanding.
- Pupils join Reception class with skills that are typically above those expected for their age. They make outstanding progress across the early years and are exceptionally well prepared for learning in Year 1. By the end of Reception Year, the vast majority of pupils reach a good level of development, and a significant proportion of pupils exceed this.
- The teaching of phonics (the sounds that letters make) is particularly strong. In Year 1, the proportion of pupils achieving the expected standard in the national phonics check has improved rapidly over the last three years. In 2015, every pupil in Year 1 achieved this standard.
- Pupils continue to make rapid progress in Key Stage 1. In reading, writing and mathematics, the overall level of attainment has risen gradually every year for the last five years and continues to be significantly above the national average. Able pupils achieve particularly well in Key Stage 1 in reading, writing and mathematics.
- Pupils continue to make strong progress across Key Stage 2. Every pupil who left the school in 2015 made at least the progress expected of them in reading, writing and mathematics. In reading and mathematics, the proportion of pupils making more than expected progress was well above the national average, but in writing, it was in line with the national average.
- The proportion of pupils reaching the higher levels by the end of Key Stage 2 is well above the national average in reading, writing and especially in mathematics. Almost a quarter of pupils who left the school in 2015 reached levels well above those expected of them.
- Records show that pupils currently in the school are making strong progress in all year groups. Work in pupils' books confirms this view and that many pupils are working above expectations for their age.
- The number of disadvantaged pupils in the school is very small. As a result, staff know pupils very well and their needs are well met. As a result, disadvantaged pupils make the same rapid progress as their peers.

## Early years provision

is outstanding

- The early years provision is outstanding. Children's outcomes are outstanding because they make rapid progress from their starting points. By the time they leave Reception, the vast majority achieve a good level of development and a significant proportion of children exceed this. The proportion of children achieving this standard has improved consistently over the last three years. Children are exceptionally well prepared for Year 1.
- The early years leader provides outstanding leadership. The curriculum is well planned to capture children's interests. Assessment information is used meticulously to plan activities which help children to make rapid progress. For example, to ensure that all children, especially the boys, develop into effective early writers, there are lots of activities to help strengthen their writing grip which helps them to master the control of a pencil. As a result, at this early stage in the year, the vast majority are able to write basic sentences already.
- The classroom is a stimulating environment in which children learn exceptionally well. Developing children as independent learners is a key focus and children interact very well with the numerous opportunities to write and count independently. They work with real interest and show impressive perseverance at such a young age. The outdoor provision is equally impressive as a place of learning. The school is blessed with beautiful surroundings, of which teachers and other staff take full advantage. Children learn to take risks in a safe setting, such as when learning how to ride a bicycle.
- Learning is fun. During the inspection, children made a sleigh outdoors and decided which countries to visit. Children had different jobs on the sleigh. One child used his writing skills very well to write the names of the different countries suggested on his whiteboard – he was desperate to write. The children were totally enthralled by the task and enjoyed achieving success. This was typical of the high-quality teaching observed during the inspection. Support staff also support learning exceptionally well. When completing a cooking task with a group of children, a support assistant developed the language of cooking very well and reinforced the meaning of new words throughout.
- Leaders value close links with parents, who are increasingly involved in children's learning, much of which is shared with them electronically. Parents are kept well informed of children's learning and their progress. Parents can also respond electronically and play an important part in children's learning journeys.
- Leaders have high expectations for behaviour so that children behave well. There are well-established routines to develop children's social and emotional skills. As a result, children settle quickly into the setting and love coming to school. They are able to listen, share and take turns because teachers model this behaviour effectively throughout the day.
- Staff ensure that children are kept safe. Policies and procedures are closely followed. Daily risk assessments take place and there is appropriate supervision in all areas.

## School details

<b>Unique reference number</b>	111230
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10001085
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maxine Till
<b>Headteacher</b>	Mark Bertinshaw
<b>Telephone number</b>	01625 572021
<b>Website</b>	<a href="http://www.rainowpri.cheshire.sch.uk">www.rainowpri.cheshire.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@rainowpri.cheshire.sch.uk">admin@rainowpri.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	4 October 2011

## Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils who have disabilities or who have special educational needs is well below the national average.
- The school operates a breakfast and after-school club each school day.
- A new deputy headteacher has been appointed since the last inspection.

## Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Five joint observations took place with the headteacher.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of spiritual, moral, social and cultural development. Inspectors also observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books and in the learning journals of children in the early years.
- Inspectors held meetings with the headteacher and deputy headteacher, special educational needs coordinator and subject leaders. Inspectors met with six members of the governing body, including the Chair of the Governing Body. A telephone conversation took place with the school improvement adviser from the local authority.
- A group of pupils discussed their opinions about the school and their learning with an inspector. An inspector listened to six pupils reading. Inspectors also spoke informally with pupils on the playground.
- Inspectors considered 103 responses to Ofsted's online parent survey, Parent View, and inspectors spoke with a number of parents who were dropping pupils off at school.
- Inspectors observed the school's work and looked at a number of documents, including information on pupils' outcomes, minutes from governing body meetings and other documented work of governors, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

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Her Majesty's Inspector

Ofsted Inspector

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