



Cheswick Green Primary School

Inspection Report

Unique Reference Number 104074
LEA Solihull
Inspection number 277063
Inspection dates 6 December 2005 to 7 December 2005
Reporting inspector Christopher Kessell RISP

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Cheswick Way
School category	Community		Shirley
Age range of pupils	3 to 11		Solihull, West Midlands B90 4HG
Gender of pupils	Mixed	Telephone number	01564 703336
Number on roll	219	Fax number	01564 702074
Appropriate authority	The governing body	Chair of governors	Mr Stan Proudfoot
Date of previous inspection	8 May 2000	Headteacher	Miss Carol Mason

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Children's attainment when they start school is at the expected levels. The proportion of pupils with learning difficulties or disabilities is about average. The vast majority of pupils are from White British backgrounds although 6% of the school population is represented by other ethnic groups. The school has a new senior management team. The number of pupils who join the school during the academic year is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Cheswick Green Primary is a happy, caring and improving school that provides a satisfactory education for its pupils. Inspectors' findings and the school's evaluation of its provision are similar. Parents hold positive views about the school. Links between parents and the school are strong. Pupils have good attitudes to learning, are well behaved and friendly. They are proud of their school. Pupils' personal development is good.

Children get a good start to school, particularly in the Reception class, where they make good progress. This is the result of good provision. The vast majority of other pupils make expected progress in relation to their starting points. Teaching and learning are satisfactory, with a number of good features. The results in Year 6 have been above average for the last two years. However, standards in writing are not as high as they are in reading, mathematics and science.

Leadership and management are satisfactory, and developing. Improvement since the previous inspection has been satisfactory. However, the appointment of the current headteacher has led to significant recent developments in the school's provision. The school's improvement strategies and challenging target-setting are moving the school in the right direction. With the effective management team now in place, the school has a good capacity to improve. It offers satisfactory value for money.

What the school should do to improve further

- Continue to improve pupils' writing, particularly for the boys.

Achievement and standards

Grade: 3

Children join the school with the expected levels of understanding and most make good progress through the Foundation Stage. By the beginning of Year 1, they are now exceeding the expected levels. This is the result of recent improvements in provision. These raised standards have not yet worked through to the end of Year 2 where attainment has been broadly average for the last few years. However, there is an improving picture and pupils are now also making good progress in Years 1 and 2.

For the past two years, standards have been above average by the end of Year 6. Test results for 2006 are unlikely to be as high as they have been for the last few years because the current year group has a high proportion of pupils with learning difficulties. In 2005, not all Year 6 pupils did as well as they should have in science. Writing standards, particularly for boys, are too low throughout the school. The school has devised methods of tackling these weaknesses but it is too early to judge their effect. Pupils make satisfactory progress through the juniors.

The school sets challenging targets. These often have to be re-appraised with the arrival of new pupils, particularly in the juniors. The targets are realistic and pupils'

progress towards them is regularly monitored. This benefits all pupil groups, but particularly those with learning difficulties or disabilities and those who are learning English as an additional language. These pupils make satisfactory progress in relation to their starting points.

Personal development and well-being

Grade: 2

Most pupils enjoy coming to school and their attendance is above average. Their behaviour in class and around the school is good. Pupils have positive attitudes to their lessons and are keen to learn. Discussions with pupils show clearly that they enjoy and appreciate the activities the school offers them.

Pupils have a good understanding of the need for safe and healthy living. They have participated well in the 'Healthy Schools' initiative and take regular exercise through different clubs, physical education lessons and the 'Fit for Learning' project. The pupils treat each other well and agree that there is little bullying. They say that adults are quick to sort out any problems that do occur.

Provision for pupils' spiritual, moral, social and cultural development is good. Pupils are encouraged to reflect on their actions and to consider the needs of others. They make a good contribution to the school, for example through the school and class councils. When asked, one pupil described school council representatives as, 'The managers of the class councils'. Pupils also organise their own fundraising schemes for charity in which they work effectively in teams. The Tsunami Appeal and Children in Need have both benefited from their efforts. These activities contribute well to developing the pupils' personal qualities and decision making.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There is however, an improving picture, with teaching and learning developing as teachers become more accustomed to the school's good assessment procedures and use this information to plan and organise lessons.

The pupils are enthusiastic about learning. They work well by themselves and in group activities. It is common practice in all classes for pupils to be offered opportunities to discuss work with each other and share ideas. Pupils respond to these opportunities maturely. Although many lessons in the school are good, the needs of individual pupils are not always adequately considered. Higher-attaining pupils are not always given enough challenge and, on other occasions, pupils with learning difficulties are not given sufficient support. The pace of some lessons is too slow. In these circumstances, assessment information is not used as effectively as it is in more successful lessons, to address the needs of all pupils.

Target-setting is becoming established practice. Most pupils understand what they have to do to reach their targets, particularly the older pupils in Year 6. Work is marked regularly. Pupils' writing is marked well, reflecting the success of a recent initiative to promote this aspect of teaching. Pupils are also regularly involved in assessing and evaluating their own work but, as with much of the recently adopted good practice, it is too early to see any effects on pupils' achievement.

Curriculum and other activities

Grade: 3

The curriculum generally meets the needs and capabilities of all learners, and provision for literacy, numeracy and ICT is satisfactory. The Foundation Stage curriculum gives the children a good range of experiences. The school has recently extended this good practice into the infant classes with the aim of raising achievement through more independent learning and investigative activities.

The school provides a good range of extra activities that enrich pupils' learning, particularly related to sport and healthy living. Pupils say that they thoroughly enjoy what the school has to offer. In addition, the school makes good provision for visits and visitors to enliven learning experiences. The social development of pupils in Years 4, 5 and 6 is enriched by popular residential visits to Sherwood Forest, Boggle Hole and Scotland respectively.

Care, guidance and support

Grade: 2

The school strongly promotes pupils' care, guidance and welfare and it has worked successfully to provide a caring environment. The focus on developing pupils' independence as learners is beginning to have a positive effect on their progress and achievement. Pupils say that adults look after and support them well.

Child protection arrangements are thorough, as are arrangements for the pupils' health, safety and security. The school works closely with parents in this respect. The school is in the process of implementing a travel plan for pupils in conjunction with the local community and outside agencies. There are good links for transferring pupils to the local secondary school.

Arrangements to support pupils' academic progress are now good. The school has a good range of procedures to identify individuals or groups of pupils who may need support or guidance. Personal and social development is also well promoted through a structured programme of work.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher's leadership is good and she has formed a good partnership with the deputy headteacher. The deputy headteacher has made a significant contribution to the recent developments in the

Foundation Stage and infant classes. The headteacher has a clear vision for the improvement of the school and has introduced a number of initiatives to support this. For instance, the systems for monitoring and evaluating pupils' achievement have helped to identify where improvements are needed in learning and teaching. However, the recently implemented initiatives have not had sufficient time to take full effect.

The school's judgements about its performance are realistic and based on good evidence. Parents' views of the school are considered when provision is evaluated. Subject co-ordinators are accurate in their monitoring and evaluation of their subjects. All staff work well together as a united team. The deployment of staff and equipment ensures that all pupils have the same chances to make progress and achieve. Staff who are new to the school feel that they have been well supported.

The governing body is committed to, and supportive of, the school. They have a sound understanding of the school's strengths and weaknesses. They are currently reviewing their role in monitoring the school's performance and holding it to account. The school's capacity to improve, based on the recent improvements it has made and set in motion, is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Cheswick Green Primary School Cheswick Way Cheswick Green Shirley Solihull West Midlands
B90 4HG

7 December 2005

Dear Pupils

Thank you for being so friendly and polite to us when we visited your school. You made us feel so welcome and we enjoyed watching you work and play together. Whenever we needed any help, you were always willing to lend a hand.

What we liked most about your school

- You are very well behaved in lessons and outside during break times. You work particularly well with each other.
- Many of your lessons are good. You are enthusiastic learners and enjoy your work.
- All of the adults at the school look after you very well. You feel safe and happy at school.
- The staff have a good understanding of what the school does well and know what they need to do to make the school even better.
- Your headteacher leads the school well.

What we have asked your school to do now

- Help you continue to improve your writing.

Good wishes for the future.

Yours sincerely

Mr C Kessell Lead inspector