



Cawston Grange Primary School

Inspection Report

Unique Reference Number 133986
LEA Warwickshire
Inspection number 282412
Inspection dates 15 June 2006 to 16 June 2006
Reporting inspector Ian Hodgkinson AI

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

Type of school	Primary	School address	Scholars Drive
School category	Community		Cawston
Age range of pupils	4 to 11		Rugby, Warwickshire CV22 7GU
Gender of pupils	Mixed	Telephone number	01788 816820
Number on roll	218	Fax number	01788 522943
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	Not applicable	Headteacher	Ms Sue McGonagle

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Cawston Grange Primary School serves an area of new housing development on the western edge of Rugby, where social and economic circumstances are generally favourable. Although the number on roll is in line with the average for other primary schools nationally, it has risen rapidly since the school opened in September 2003, and the school is now regularly over-subscribed. Most pupils are White British. While a small number of pupils speak English as an additional language, none are beginners in using English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cawston Grange Primary is a good school which offers good value for money. It is very well led by its headteacher, who has worked successfully with staff and governors to establish a strong ethos for this new school. Pupils' personal development is outstanding. Their very high attendance rates are testimony to their enjoyment of school and the rich programme of activities it has to offer. Pupils' excellent attitudes and behaviour in class contribute much to their good learning. A high proportion of pupils get involved in sports and physical activities, helping them develop an excellent understanding of healthy lifestyles and safe practices. Parents and pupils value the work of the school greatly. The view of one parent about her child's teacher sums up the comments of many: 'The class teacher strikes the right balance. She makes learning fun and achieves results and good progress.' Pupils do indeed make good progress to achieve standards which are above average as a result of good and mostly lively teaching. However, targets for pupils' improvement are not always shared fully enough with pupils to give them a clear idea about what their standards are and how to get to the next level of performance. The school's judgement about its own effectiveness is conservative, but through effective self-evaluation it has sharply identified weaker areas of pupils' performance, and teachers' planning has been improved to address these. Standards are therefore rising through the school and are stronger than the school's first set of Year 6 test results in 2005 suggest. Such improvements have been secured through rigorous monitoring of teaching and learning by the strategic leadership team, and indicate that the school has very good capacity to improve further. Standards in the reception year are currently above average, and pupils make good progress as a result of good teaching and a well-balanced curriculum.

What the school should do to improve further

Share targets for attainment more fully with pupils so that they know what their standards are and what they need to do to improve.

Achievement and standards

Grade: 2

Pupils achieve well to reach standards which are above average. Children join the school at the start of the reception year with standards which vary but which are broadly in line with those expected for their age. They make good progress and current standards at the end of reception are above average in most areas of learning. The school's first set of Year 6 national test results in 2005 suggested average standards and broadly satisfactory progress for the group who had transferred into the school within two years of its opening. The school has worked hard to address the key shortcomings shown in these results, including weaknesses in writing, scientific enquiry, and performance at the higher attainment levels. Targets for performance in test results had been set too low and have now been raised to offer appropriate challenge. Standards through Years 3 to 6 are now above average, and pupils make good progress.

These standards are more reflective of the school's good Year 2 test results, which were well above average in reading, writing and mathematics in 2005. Pupils with learning difficulties and disabilities and those who are more able also make good progress because of careful planning to meet their needs.

Personal development and well-being

Grade: 1

The personal development and well-being of all pupils across the school are outstanding. When children start school in reception, they quickly establish confidence in their own abilities to learn and make positive relationships. The way each child continues to be valued ensures that pupils develop positive self-esteem and enjoy learning. The behaviour of pupils in lessons is never less than good and in many cases is outstanding. Playtimes are relished because of the activities promoted so well by the playleaders. Pupils have very harmonious relationships and instances of bullying are very rare. Attendance is excellent. Pupils' spiritual, moral, social and cultural development is good. Pupils have established their own rules for work and play which result in clear expectations that all will contribute to making the school a happy, industrious and caring community. They have a firm foundation of respect for each other and develop effective team working which, together with good development of basic skills, stands them in good stead for later life. Healthy living is exceptionally strongly promoted. Fruit and milk are available to all. The extensive range of sporting activities and encouragement to walk to school ensure that exercise becomes part of children's lifestyle. Pupils participate in a comprehensive programme of safety education which equips them well for future challenges. Pupils are proud of their school and take full advantage of the exciting range of opportunities it offers. The school council is enthusiastic about initiating ideas to improve further the school experience.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils appreciate the balance teachers strike between making learning fun and getting pupils to work hard at developing their skills. Teachers have high expectations for pupils' conduct. Lessons are characterised by pupils' very positive enthusiasm for learning and by their often excellent behaviour. This supports some very good learning. However, sometimes pupils become rather passive when the pace of learning slows, for example, if teachers talk for too long or if teachers' questioning of pupils does not draw out sufficiently detailed responses. Teachers plan work well, and improvements in this planning have been well focused on strengthening pupils' writing skills and developing challenge for all groups in the class, including the more able. Teachers use ICT well to help pupils learn. Marking of pupils' work is regular and detailed. It diagnoses strengths and weaknesses well, but sometimes needs to link more carefully to pupils' individual targets for improvement.

Curriculum and other activities

Grade: 2

The school provides a balanced and rich curriculum which, through a longer-than-average school day, provides for good breadth across all subjects. In the reception class it meets the needs of children well, enabling them to build on their skills and develop independent learning through a good range of activities. There is good provision for literacy, numeracy and ICT across the school. Themes are well used to give context to learning, and activities are well planned to relate to pupils' own experiences. Personal, social and health education features prominently in the curriculum, ensuring pupils learn the importance of keeping safe and developing a healthy lifestyle. Pupils benefit from specialist teaching in music and sport. There is a very good range of extra-curricular opportunities on offer for children across the school. Gifted and talented children are encouraged to take advantage of external opportunities but specific programmes to identify and develop their talents are not yet well developed within school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. School routines are very well established and pupils are expected to play their part in looking after others and developing good manners to make for an orderly community. Strong emphasis is given to knowing the pupils well so that, when necessary, additional pastoral care or outside specialist support can be used. Transition and induction arrangements to and from other schools are good. Pupils are encouraged to share any concerns with an adult they trust and this gives them a sense of security and well-being. Child protection arrangements are rigorously implemented. The school environment is safe and secure. The support for pupils with learning difficulties or disabilities is good and the specific targets written for them give them a good understanding of how they can best make progress. Other pupils are not always given clear enough targets to help them understand the level at which they are performing or how to improve. Pupils are given writing targets, but these are often too narrow in their focus. Work done in Years 5 and 6 to involve pupils in self-assessment and target setting in writing is more effective, and could usefully be extended to other years and other subjects.

Leadership and management

Grade: 2

The school is well led and managed. In the short time since it opened, the headteacher, staff and governors have worked very effectively together to create a stimulating environment and a strong ethos to support pupils' learning. The headteacher gives the school very clear direction, and sets high expectations for pupils' achievement and for their conduct. Together with the deputy headteacher and head of Key Stage 2, the headteacher rigorously evaluates the school's effectiveness through close monitoring of teaching and learning, and through careful scrutiny of assessment

information. The school's appraisal of its work offers a clear diagnosis of areas of weaker performance, which has served to inform some very effective planning for improvement. Teachers, including those new to teaching, and assistants have been very well supported in their professional development. This has led to standards rising through the school, and shows the school to be in a strong position to improve further. Parents and pupils are very supportive of the school, and their views are taken into account in planning for improvement. Well-informed governors play a full and active role in setting the strategic direction for the school, evaluating performance, and helping to manage the pressures of a high number of applications for a limited number of pupil places.

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?	2	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	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

19 June 2006 Dear Pupils, Thank you for helping us when we visited your school for its recent inspection. We enjoyed talking to you. We were very impressed by the confidence you showed in telling us exactly what you thought about the school. We agree with you that Cawston Grange Primary is a good school. Many of you told us that you enjoyed coming to school so much because your teachers made learning fun, and because there were lots of different activities to get involved in. It was good to see so many of you taking part in lots of energetic activities, either in lessons, at playtime or after school. We think you are developing an excellent understanding of how to be healthy and safe. You get on well together too, and as visitors we noticed how polite and welcoming you are. You really enjoy your lessons. Most of the time you behave very well indeed and are very keen to learn. This helps you to reach good standards in your work. For the school to get even better, we have asked the teachers to set you targets which give you more understanding about how you are doing and what you need to do to improve further. Best wishes for the future, Ian Hodgkinson Lead inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk