



Caedmon Primary School

Inspection Report

Unique Reference Number 134096
LEA Redcar and Cleveland
Inspection number 282453
Inspection dates 13 July 2006 to 14 July 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Attlee Road
School category	Community		Grangetown
Age range of pupils	3 to 11		Middlesbrough, TS6 7NA
Gender of pupils	Mixed	Telephone number	01642 453187
Number on roll	364	Fax number	01642 468128
Appropriate authority	The governing body	Chair of governors	Mrs Doreen McClay
Date of previous inspection	Not applicable	Headteacher	Mr Phillip McElwee

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school which serves the area of Grangetown, close to Redcar. It was established from the merger of two separate primary schools just over two years ago. The surrounding area is undergoing an urban regeneration programme. The proportion of pupils claiming free school meals is much higher than average. When they enter the nursery, children's development is well below that usually seen. There are much higher proportions of pupils with learning difficulties and/or disabilities than in most schools. The majority of pupils come from White British backgrounds and a few have Asian or African heritage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Caedmon Primary is a good school with some outstanding features that provides good value for money. These findings agree with the school's accurate self-evaluation. Children enter the school with skill levels which are much lower than usually seen. They are given a flying start to their education in the Nursery and Reception classes. They continue to make good progress in Years 1 to 6. This year's pupils are leaving Year 6 with results which match those seen in most schools at the average Level 4 and just below at the higher Level 5. Therefore achievement is good.

Personal development, including behaviour, is outstanding. The excellent curriculum includes an extensive range of opportunities for pupils to take their learning beyond the classroom. Teaching is good throughout the age groups and is often outstanding. Relationships are excellent and are built on mutual respect. Parents express great confidence in the school. They praise the high standard of care and support that their children receive. Parents' and pupils' views are valued and acted upon and excellent links with families, schools and outside agencies contribute a great deal to pupils' learning and well-being. Pupils are very well prepared for their next stage in education.

The headteacher provides inspirational and outstanding leadership. He leads a relentless drive for excellence and works very hard to eliminate factors that can affect pupils' progress. Management is good overall. Good monitoring systems check on provision, standards and achievement in English and mathematics but these have not extended to science.

The school has an accurate knowledge of its strengths and areas for development. Very good improvements have been made in the short time since the school opened, especially in behaviour and standards. With such a good track record, there is excellent capacity for the school to improve even further.

What the school should do to improve further

- Extend the system for checking teaching, learning and standards to science.
- Develop consistent systems throughout the school for assessing long-term progress in science.

Achievement and standards

Grade: 2

Achievement is good. Children's prior learning and experiences are underdeveloped when they enter the nursery. They make good progress with often outstanding gains in their personal development and language skills. By the end of the Reception year, some have reached the expected learning goals. By the end of Year 2, good achievement means that around one half of pupils attain the expected Level 2 in reading and writing and three-quarters do so in mathematics. Although attainment is below average overall, some very good progress has been made from the low starting point. The number of pupils attaining the average Level 4 in this year's test results at the end of Year 6

represents a very good improvement on the previous year's standards which were below average. Since opening, the school has succeeded in establishing excellent attitudes and taken extensive measures to improve attainment. Some of the work completed has not yet fully materialised in terms of attainment outcomes, especially the numbers of pupils reaching the higher Level 5 in tests. However, much of the work with the older juniors has been based on catching up on their shortfalls in previous learning. With the good provision now in place, younger pupils are coming up through the school with far better standards. The challenging targets set in English and mathematics have been met or exceeded.

Boys' learning has improved well and they progress equally to the girls. The extra support or challenge that individuals receive ensures that all groups of pupils, including those with learning difficulties and/or disabilities or from minority ethnic backgrounds, progress well. Across the school, pupils make especially good progress in computer work and creative subjects such as art and design and drama.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding; they are friendly, cooperative and extremely well behaved. Pupils have excellent attitudes in the classroom and show genuine enjoyment in their work. They know right from wrong, and the school is a harmonious community where pupils feel safe and secure. They have a thorough understanding of how to follow a healthy lifestyle.

Pupils' spiritual, moral, social and cultural development is outstanding. Throughout the school a rich range of experiences, such as the 'global awareness week', develops pupils' understanding of other cultures and their place in the wider world. Pupils develop life skills through good opportunities to take on responsibilities such as serving as prefects or members of the school council. Staff make extensive and determined efforts to improve attendance, including good use of rewards, the involvement of outside agencies and home visits by staff and the headteacher. The overall rate of attendance is satisfactory but improving.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good with some outstanding features and pupils learn well. Staff have high expectations of what the pupils can achieve. The use of small teaching groups, often organised according to ability, together with a host of support strategies and additional challenges, ensures that all pupils do well. Interesting lessons include a considerable amount of practical and collaborative work. As a result, pupils are well motivated and respond enthusiastically to the challenges set for them. Teachers' specialist skills are used to full advantage; for example, lessons in drama or art are often taught by specialists or leading teachers who promote very good learning.

Teachers are very skilled in assessing pupils' learning and planning the next steps. Excellent relationships mean teachers support pupils with emotional or behavioural difficulties very effectively. Small issues are handled quickly, sensitively and firmly before they escalate into major problems. This is especially effective in the small 'nurture groups' and is the major reason for the school having no exclusions. Marking is thorough and teachers provide very useful comments for pupils to help them improve.

Teaching in the Nursery and Reception classes is very creative and imaginative, with a strong focus on practical experiences. Excellent continuous assessment means that children are constantly given new challenges so their learning moves on at a fast pace. An emphasis on practical work in Year 1 eases the transition from the Foundation Stage and successfully supports those not yet ready to record work.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that meets the needs and interests of pupils of all ages and attainment levels. Excellent planning links subjects together very well and ensures that skills in speaking and listening, reading, writing and computer work are constantly consolidated. Pupils with learning difficulties and/or disabilities have work tailored exactly to their needs. The school successfully extends pupils who are talented in subjects such as computer work, gymnastics or music, and in personal qualities such as leadership.

The curriculum goes far beyond that usually seen in primary schools in order to provide pupils with a wealth of experiences. For example, the 'Comenius' project successfully broadens the pupils' cultural horizons as they link with, and visit, people and places in Europe. Much work in history and geography is practical and conducted with outside experts. As a result, pupils have good skills in historical and geographical enquiry and a keen interest in places and the past. Creative subjects such as art and design and drama have a very high profile and are interwoven into other areas of learning. Pupils thoroughly enjoy the wide range of extra-curricular clubs including sport, dance, computers and French.

Care, guidance and support

Grade: 1

The school's care, guidance and support for pupils' personal and academic development are outstanding. The Foundation Stage provides a secure and well ordered environment where children thrive. Throughout school, staff are vigilant in ensuring that pupils are safe and excellent links with a wide range of outside agencies provide a cocoon of care. The school is highly successful in helping pupils to cope with challenges they might face in the wider world, for example, through very good drugs, sex and relationships education.

Staff make every effort to know pupils and their families well so they can meet their needs. The breakfast club, courses for parents and home visits by staff are a few examples of the measures taken to promote pupils' education. The support provided

for the high numbers of pupils with learning or behavioural difficulties is excellent, and, as a result, many attain average levels by Year 6. Very good help and advice is given to all pupils to help them improve their work. Their targets are clearly worded, fully understood and constantly referred to.

Leadership and management

Grade: 2

Leadership and management are good overall. The headteacher provides outstanding leadership and is held in very high esteem by staff, governors and parents. He leads a very strong team of dedicated staff to provide a nurturing ethos in which pupils flourish and achieve well. The headteacher, staff and governors are adept and highly successful in seeking additional money from various sources, such as grants, in order to fund some pioneering and inventive work. For example, pupils have access to computers to take home, and trips and residential visits, including those taken abroad, are subsidised to make them affordable.

The senior managers review performance rigorously and tackle problems swiftly. The managers for English and mathematics gather a good amount of information about teaching, learning and attainment in their subjects but the science manager's role is not developed in the same way. Pupils' progress in science is assessed by class teachers but there is no consistent format for recording progress over the term or year. The new manager therefore, cannot track progress across the age groups as effectively as the managers for English and mathematics.

The strong sense of pride in school is reflected in the high quality learning environment, outstanding displays of pupils' work and very effective administration and maintenance. Governors provide good support for the school and are not afraid to explore new ideas in their quest for excellence. They have a secure overview of standards, achievement and provision and are fully involved in planning for improvement.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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?	2	NA
The standards ¹ reached by learners	3	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	NA
How well are learners cared for, guided and supported?	1	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	1	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

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The Pupils

Caedmon Primary School

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Grangetown

Middlesbrough

TS6 7NA

15 July 2006

Dear Pupils

Thank you very much for the warm welcome and for helping us when we came to visit your school. We would like to share our findings with you.

Caedmon Primary is a very friendly school. Your behaviour is excellent and you take really good care of each other. Your teachers and families should be very proud of you. You enjoy interesting lessons and an excellent variety of visits and expert visitors help to make your learning fun. We agree with the pupil who said 'we are never short of interesting things to do.'

Mr McElwee and his staff work very hard to make sure you are happy. It is good to see the excellent relationships between you and the adults who teach you. We think the trust you have in your teachers encourages you to try hard and helps you to make good progress. Please thank your parents for sending us lots of replies to the questionnaire. They are very pleased with the new school and have hardly any criticisms to make.

Your teachers keep very detailed records of your progress in English and mathematics so they can check whether you are all doing as well as possible. It would be good to see a similar system in science to make sure that you continue doing well in this subject also. We saw you doing some interesting investigations in science and know that you enjoy this way of working. It would be good if the teacher in charge of the subject had more time to come and see how well you are doing.

Thank you once again for the interesting conversations we had and for letting us know your views so clearly. There is a great deal about your exciting school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs L Read

Lead Inspector