



Cage Green Primary School

Inspection Report - Amended

Unique Reference Number 118574
Local Authority Kent
Inspection number 291175
Inspection date 26 September 2006
Reporting inspector Carole Skinner

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

Type of school	Primary	School address	Cage Green Road
School category	Community		Tonbridge
Age range of pupils	4-11		TN10 4PT
Gender of pupils	Mixed	Telephone number	01732 354325
Number on roll (school)	380	Fax number	01732 369468
Appropriate authority	The governing body	Chair	Kate Reed
		Headteacher	S Miller
Date of previous school inspection	4 March 2002		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors, one of whom inspected the provision in the Centre for Autism.

Description of the school

Cage Green is a larger than average primary school which draws its pupils from a wide variety of social backgrounds. Part of the school, but separate from the main building, is the Centre for Autism, which currently has 25 pupils on roll. These pupils are taught in the unit as well as being integrated into mainstream classes. Attainment on entry to the school is significantly below average. The proportion of pupils who have learning difficulties and disabilities is well above average, as is the percentage of pupils with statements of special educational need. The school has had a high turnover of teachers recently, mainly due to absence on maternity leave. It currently has five teachers on temporary contracts.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Cage Green is an outstanding school with many fine qualities. It is successful because it expects nothing but the best for and from its pupils. Excellent leadership and management keep the school's effectiveness constantly under review, although they are relatively modest when they describe it as a good school. One of its most exceptional features is the way pupils with autism are included in every aspect of school life. Well-trained staff, with a passionate commitment to giving these pupils the best possible start in life, ensure that they are nurtured and supported very well, enabling them to make very good progress.

Achievement is exceptionally good for all pupils, whatever their background or capabilities. Children make very good progress throughout the Reception Year, overcoming the difficulties many of them have in communication, language and social development. Throughout the rest of the school, pupils' progress continues to accelerate because of the very high quality of teaching they receive. Standards in Year 6 are consistently well above average, despite the high proportion of pupils with learning difficulties. This is because teachers have high expectations for every child from the day they start school. They are meticulous in tracking individual pupils' progress towards the ambitious targets that are set for them, and the pupils rise to the challenge with enthusiasm.

Very thorough planning takes into account the varied and often complex needs of individual pupils. Teachers form warm and supportive relationships with the pupils that help them to grow in confidence and self-esteem. Pupils say they really enjoy coming to school because 'lessons are fun' and the teachers make learning interesting. The quality of care, support and guidance for pupils is exemplary. Every child really does matter in this school and great care is taken to ensure that pupils are encouraged to grow into well-rounded healthy young people who are well prepared for their role in society. The pupils take great pride in their school and in their own and others' achievements. Their behaviour is excellent and they are very enthusiastic learners. As a result, there is a purposeful working atmosphere in every classroom.

First-rate leadership has steered the school calmly through a recent period when several changes of teachers have presented unexpected and sometimes daunting challenges. Frequent monitoring of the quality of teaching enables senior managers to identify where improvements could be made. A relentless commitment to achieving excellence in every area of school life ensures that the school is continually moving forward. It has an excellent capacity for sustained improvement in the future.

What the school should do to improve further

- There are no significant areas for improvement

Achievement and standards

Grade: 1

Pupils' outstanding achievement reflects the teachers' high aspirations for them. They make very good progress in Reception, often from low starting points, and continue to build on this as they move through the school. Standards get higher and higher, reaching above average levels by Year 2 and well above average levels by Year 6. Pupils with learning difficulties, including those with autism, make excellent progress, many of them reaching national expectations by the time they leave. More-able pupils also do very well, because the school sets appropriately ambitious targets for them. The school has been very successful in raising standards in writing to significantly above average levels. A whole-school approach to developing speaking, listening and drama as a prerequisite for writing has had a major impact. There are also very good strategies in place to raise standards further in mathematics.

Personal development and well-being

Grade: 1

Pupils' excellent personal development prepares them very well to meet the challenges that they will encounter as they grow older. They love school and show great enthusiasm for learning. As one put it, 'You get loads of work, but that's good'. Pupils' enjoyment of school is reflected in their very good attendance rates. Their spiritual, moral, social and cultural development is outstanding. They are thoughtful and considerate of others' needs and tolerant of each other's differences. Exceptionally good behaviour ensures that lessons flow without interruption. Pupils enjoy taking responsibility, both in the classroom and on the playground. The vast majority feel safe from bullying and the few instances that occur are dealt with promptly according to the school's rigorous procedures. Pupils eat fruit snacks and take plenty of exercise as they become increasingly aware of the importance of a healthy lifestyle. The pupils have a real voice within the school and express their opinions openly in class discussions and through the school council. They are pleased that their ideas often lead to changes, especially the new playground games that liven up playtimes.

Quality of provision

Teaching and learning

Grade: 1

Of the many outstanding features of the teaching perhaps the most remarkable is the consistency of approach throughout the school, especially in developing warm and supportive relationships with the pupils. Pupils respond spontaneously to teachers' very high expectations of their behaviour and this results in calm and purposeful lessons. Equally impressive is the quality of planning that takes account of pupils' widely differing starting points and often complex needs. It ensures consistency between the two classes within each year group while taking account of individual

assessments and targets. Excellent teaching in the autism unit and the seamless integration of its pupils into mainstream classes is one of the school's most significant strengths. The many well trained teaching assistants play a key role in helping pupils with autism and other learning difficulties to make good progress. Above all, as the pupils say, learning is challenging but fun. One pupil explained, 'You get involved in the lessons because teachers ask you lots of questions and make you think'.

Curriculum and other activities

Grade: 1

The curriculum is outstanding because it is always evolving as teachers look for new ways to make learning more exciting and interesting. Interactive whiteboards have opened up many new possibilities to make the curriculum more creative and teachers are constantly seeking to make meaningful links between different subjects. Thorough planning ensures consistency and progression in learning from year to year. Activities are planned effectively to meet the interests of girls and boys and to provide challenge for all, from pupils with learning difficulties to those with particular gifts and talents. Sport and music enjoy a high profile throughout the school and pupils take great pride in their school's sporting successes in local competitions. The curriculum is greatly enriched by a wide range of clubs and additional activities. Pupils thoroughly enjoyed the recent Arts Week activities and parents praise the school for the quality of its drama productions.

Care, guidance and support

Grade: 1

At the heart of the school's success are the outstanding care, guidance and support given to every pupil. The pupils' well-being is the number one priority of everyone who works in the school. This is reflected in the rigorous health and safety arrangements and high levels of care for every pupil. Extensive support for pupils with learning difficulties and behavioural problems enables them to make the most of their time in school. Close links with parents and external agencies ensure that this support extends beyond the school when necessary. The School Counsellor provides an important link between home and school and helps pupils to work through any problems that may arise. Meticulous assessment and tracking of pupils' progress enable teachers to set suitably challenging targets for every pupil. Pupils know their targets and know what they have to do to reach them. They say that teachers explain carefully how to improve their work.

Leadership and management

Grade: 1

Dynamic leadership at all levels is the key to the school's success. It has ensured high quality provision in the Foundation Stage. It has brought about huge improvements in the provision for pupils with autism. It has also maintained consistently high standards throughout the school despite recent difficulties caused by a number of

changes in personnel. The headteacher's calm but purposeful approach is reflected throughout the school and she has clearly inspired all who work with her to share in her vision for excellence. The senior management team capably oversees, monitors and improves teaching, the curriculum and pupils' achievements. Sterling work by the literacy co-ordinator has resulted in very good improvement in writing. Provision for information and communication technology has moved on by leaps and bounds. None of this would have happened without very careful financial management, which has ensured that adequate funding was available.

Senior managers and subject leaders evaluate teaching and the curriculum as part of the school's well planned monitoring programme. Regular lesson observations form a key part of this programme. The school is rightly focusing on tightening up the systems for recording the outcomes of observations in order to ensure that any areas for improvement are followed up. Governors are very well involved in strategic planning and monitoring the school's effectiveness. They have campaigned vigorously for a new building to replace the currently inadequate accommodation for the Centre for Autism. The school's tireless pursuit of excellence gives it an outstanding capacity for future improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Mr Elston and I thoroughly enjoyed visiting your school recently and talking to some of you. Thank you for being so friendly and welcoming and for telling us what you liked about your school. We were very impressed by how well behaved you are and particularly by the way you look after each other. You are obviously very proud of your school and we can see why. It is an excellent school which is giving you a very good education. You enjoy learning very much because the teachers make lessons interesting. Also you have lots of extra activities, especially sports clubs and music and drama events, which you really enjoy taking part in. You all make excellent progress and achieve high standards in your work. The teachers look after you very well and help you to become confident and happy young people.

The teachers who run the school work very hard to check that everything is going as well as it can. They watch each other teaching so that they can keep trying to make your learning even better.

I am sure you will continue to help your teachers make Cage Green an even better school in the future.