

# Cale Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	106091
<b>Local Authority</b>	Stockport
<b>Inspection number</b>	309025
<b>Inspection dates</b>	12–13 December 2007
<b>Reporting inspector</b>	Alison Thomson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Hardman
<b>Headteacher</b>	Mr D Marshall
<b>Date of previous school inspection</b>	3 November 2003
<b>School address</b>	Shaw Road South Shaw Heath Stockport Cheshire SK3 8JG
<b>Telephone number</b>	0161 4802715
<b>Fax number</b>	0161 4804894

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school serves an area of high social disadvantage. The percentage of pupils known to be eligible for free school meals is higher than average. The pupils come from a wide range of minority ethnic groups and the percentage of pupils for whom English is not their first language is much higher than average. The percentage of pupils with learning difficulties and/or disabilities is high.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with many outstanding features. The overwhelming majority of parents are extremely complimentary about the school. Typical comments are, 'The school has a lovely warm, caring atmosphere', 'It is the best thing I've ever done getting my children into this school', and 'Every child matters, no matter what'. The headteacher and staff provide the pupils with excellent care, support and guidance. This contributes to their outstanding personal development, which is reflected in their excellent behaviour and the considerate way in which they respect each other and the adults in school. Pupils have an excellent understanding of what it means to be healthy and enjoy the 'wake up, shake up' exercises which helps their concentration in lessons. They feel very safe and look after each other very well, through initiatives such as the 'Cale Green Supporters'. They feel their views are considered well and are particularly proud of their healthy tuck-shop enterprise.

Pupils achieve well during their time in school. They make particularly good progress during the Foundation Stage and in Years 3 to 6. Standards overall at the end of Year 6 are securely in line with those seen nationally. Progress in Years 1 and 2 is only satisfactory as standards achieved overall at the end of year 2 are just average, particularly in mathematics and reading. The focus on writing has, however, brought about a significant rise in standards by the end of Year 2. Teaching is good and pupils say that initiatives such as 'kung-fu punctuation' really help them to learn. The excellent curriculum keeps pupils interested in learning and they take full advantage of what they describe as the 'unlimited' clubs offered after school. Pupils who have learning difficulties and/or disabilities and those learning English as an additional language make progress equal to that of their classmates because of full access to the curriculum and the good support they receive. The school works extremely well in partnership with parents, governors and other outside agencies. Parents' views are welcomed and one comment, typical of that of many parents says, 'All the staff from the dinner ladies to the headteacher are completely approachable regarding any matter.'

The school is well led and managed. Many parents cite leadership as being responsible for the improvements in many areas seen since the last inspection. Staff feel that they are very well supported and that the senior leaders bring out the best in them. Along with the relatively new leadership team, the headteacher has instilled a culture of reflection among the staff. The school has an accurate view of its strengths and knows some of its weaknesses. However, progress in mathematics and reading has been hampered because whole-school development planning has not always been as incisive as it might have been with clear measures against which success may be judged. The steady improvements in achievement overall at the end of Year 6 and the more recent improvements in areas such as writing by the end of Year 2 indicate the school has a good capacity for improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is a happy, relaxed and well organised learning environment, in which the children thrive. Relationships are a strength and children clearly feel safe and valued. They enter with standards that are mostly well below those typical for the age group, in most areas of the curriculum. As a result of good teaching and effective learning, they make good progress throughout the Nursery and the Reception classes, and enter Key Stage 1 with the skills and knowledge expected for their age. However, more work needs to be done in areas such as

communication and linking sounds to letters. The rich and exciting curriculum has been significantly enhanced with the development of the outdoor provision. Here, and in the classroom, children demonstrate behaviour and attitudes of the highest standards. Leadership is good. The newly appointed Foundation Stage Leader has already developed a strong, hard-working, committed and skilful team, who have an explicit and praiseworthy desire to continue to improve.

### **What the school should do to improve further**

- Improve the progress of pupils in Years 1 and 2 by clearly focusing on areas of underachievement in mathematics and reading.
- Ensure whole-school development planning is incisive, by always providing quantifiable measures against which success can be judged.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well overall during their time at school. By the end of Reception, the achievement for most children is good, and most reach standards in line with expectations for their age in most areas of learning. By the time pupils reach the end of Year 2, standards are broadly in line with those seen nationally for all subjects. This means that achievement during Years 1 and 2 is satisfactory. In 2007, standards achieved in mathematics and reading were not as high as those achieved in writing because the school had not identified these as areas where achievement was less strong. Standards in writing are particularly high, following a high profile focus in this area. Pupils' achieve well during Years 3 to 6. Standards at the end of Year 6 have been rising year on year and they are now securely average, particularly in English and science. Throughout the school, pupils with learning difficulties and/or disabilities make progress equal to that of their classmates because of a stimulating curriculum and good teaching.

## **Personal development and well-being**

### **Grade: 1**

Pupils clearly enjoy coming to school and their behaviour is exemplary. They are mature, polite and have extremely good manners. For example, they move around school with consideration for the needs of others and hold doors open for each other, for staff and for visitors. Their attitudes towards their work, each other and the adults who care for them are excellent. The importance of the development of personal qualities is strongly reflected in pupils' high quality spiritual, moral, social and cultural development. Pupils have a strong sense of caring for others. One pupil said of his role as a school supporter, 'If someone is unhappy they come to us'. They raise money for many local charities and also for an orphanage in Pakistan. Pupils say that the school responds well to their wishes and feel that they truly 'own' school policies which successfully promote both healthy lifestyles and future economic well-being. For example, the school council is responsible for deciding which healthy foods should be sold in the tuck shop. Sometimes, relatively unusual products such as peppers are available, with appointed pupil financiers monitoring the budget. Attendance is good and improving. The school is extremely proactive in ensuring that pupils and parents are well aware of the importance of coming to school regularly.

## Quality of provision

### Teaching and learning

#### Grade: 2

Overall teaching is good. There is much excellent practice within the school, yet this could be shared more effectively. Pupils come to lessons ready to learn. They have excellent relationships with their teachers and with each other. Teachers are enthusiastic and make lessons interesting with many varied activities. One pupil said of the teachers, 'They really get you into the lesson - we never get a boring one'. Teachers and teaching assistants know and understand the learning needs of their pupils well. Most lessons have good pace, and information and communication technology is used well to involve pupils in their learning. Pupils are encouraged to share ideas and to help each other. This results in increased confidence and ability to work well, even when not directly supervised. Many teachers use skilful questioning to enable pupils to think clearly. However, on a few occasions, some pupils are not challenged enough. In the best lessons pupils are fully involved in assessing their own work and that of their classmates. This was seen to particular good effect in an excellent lesson on Judaism. Marking is carried out regularly and most of it informs pupils clearly on how they can improve their work.

### Curriculum and other activities

#### Grade: 1

The rich and stimulating curriculum makes an excellent contribution to the pupils' outstanding personal development and their good academic progress. A particular strength is the way in which pupils are given many opportunities to work independently and to help each other. There are excellent links between subjects to extend pupils' thinking and broaden their learning experiences, such as producing brochures linking literacy, art, and information and communication technology. French has been introduced for pupils in Key Stage 2. Measures such as these illustrate the school's aim to meet the needs of all learners. Visits and visitors are used well to enrich the curriculum. These include strong links with Stockport Art Gallery and Edgeley Park Study Centre. Pupils appreciate the very wide range of extra-curricular opportunities, including a homework club, which offers special support to pupils whose home language is not English.

### Care, guidance and support

#### Grade: 1

The school provides an extremely caring and supportive environment in which pupils feel very happy, safe and valued. Safeguarding procedures are secure. Staff place great importance on respect, and this is seen in the exemplary way in which pupils treat other people. Strategies such as peer support and the friendship bench allow pupils to take responsibility for caring for each other well. Pupils are also very clear that they can go to adults with problems should the need arise. When asked how the school could be improved, one pupil said, 'It is as good as it could be'. The school works particularly well with parents and outside agencies to ensure that all vulnerable pupils have access to everything that the school has to offer. As a result, provision for pupils with learning difficulties and/or disabilities and for those learning English as an additional language is outstanding. Pupils' academic progress is tracked regularly and effectively. Pupils, along with their parents, are fully involved in setting targets. Pupils understand what their targets mean and know what the next steps are that they need to take in their learning. This is a major factor in the drive to improve standards.

## Leadership and management

### Grade: 2

The headteacher is compassionate, committed and caring and has successfully established a strong team of staff who work well together and feel valued. The views of many parents are captured by the comment, 'I feel the headmaster and all the teachers give 100% to the children.' The school is highly inclusive. Action is well coordinated for pupils who experience difficulties in their learning and procedures are quickly put in place to secure improvements. Some members of the senior leadership team are relatively new to their posts, but they are astute and are developing in their roles well. Governors know the school well, are supportive and not afraid to provide challenge. However, some areas to drive forward improvement have not been identified as clearly as they might have been, as key areas for development. For example, the underachievement of pupils in mathematics and reading in Years 1 and 2. Subject leaders feed information into the whole-school development plan, but this plan does not indicate clearly how the success of initiatives will be measured. There have been improvements in many areas since the previous inspection, although achievement in mathematics still remains a key issue.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Inspection of Cale Green Primary School, Stockport, SK3 8JG

The inspectors really enjoyed our visit to your school. You made us feel very welcome. We enjoyed talking to you and seeing all the interesting work that you do. You said that your school is a good school and we agree with you.

Here are some of the things we liked best about your school.

- You really look forward to your lessons and your behaviour is excellent.
- You are developing excellent personal skills and good academic skills - we particularly liked the way you are very polite and look after each other.
- You know how to stay healthy by eating the right food and by taking plenty of exercise.
- You have interesting lessons and many opportunities for clubs after school.
- Adults in school make sure you are safe and very well cared for.
- The leaders and teachers have improved the school and are always trying to make it better.

Here are the things we have asked the school to improve.

- We think that pupils could make better progress in Years 1 and 2 in mathematics and reading.
- We would like your teachers to have clearer measures of success in those areas where they want to make improvements.

You can help by asking your teachers for more difficult work if you find it is too easy or if you finish it before most other people.

Thank you for the most polite way you treated us during our visit.

We would like to wish you all the very best for the future.