

Cedars Park Community Primary

Inspection report

Unique Reference Number	134787
Local Authority	SUFFOLK LA
Inspection number	316281
Inspection dates	19–20 November 2007
Reporting inspector	Kathleen Yates

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	110
Appropriate authority	The governing body
Chair	Mrs Kathy Parker
Headteacher	Ms Clare Robinson
Date of previous school inspection	Not previously inspected
School address	Pintail Road Stowmarket IP14 5FP
Telephone number	01449 778230
Fax number	01449 672695

Age group	4–9
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a new school, which opened in September 2006 with 57 pupils and three classes. Fourteen months later, there are now four classes and almost twice the number of pupils, aged from four to nine. Pupils come from a range of backgrounds, from an area of mixed private and social housing. The proportions of pupils eligible for free school meals and of those with learning difficulties and/or disabilities are average. Almost all pupils are from White British backgrounds. Attainment on entry to the Reception class in 2006 and 2007 has been below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cedars Park Community School is a good school, which provides its pupils with a good standard of education and gives good value for money. This judgement confirms the school's own view of its effectiveness. Parents are unanimous in their praise of the school and rightly say that teachers have formed superb relationships with both the pupils and their families. Excellent links have also been established with other organisations to promote the well-being of learners. The school is indeed successful in meeting its aim of 'Together we learn and achieve'.

Children do extremely well in the Reception class. Most reach the expected levels and some exceed them, especially in communication, language and literacy and in mathematical development. The school has experienced an expected level of turbulence as pupils continually joined the school in all year groups at a steady rate throughout the year. It has done well to integrate them quickly without their progress dipping. By the end of Year 2, pupils make good progress. In 2007, standards were broadly average in all subjects and above average in writing. In reading, where the school has not placed quite such a high focus as in writing, the proportion of pupils reaching the higher level was lower than average. By Year 4, pupils achieve well and standards in all subjects are average.

Provision for pupils' personal development is good. There is a calm and positive climate for learning so that all pupils are highly valued and they behave well. Attendance levels and links with the community are good. As a result, pupils enjoy school and play together happily. They are developing a good range of skills that will help them to have a clear understanding of safe and healthy lifestyles and prepare them well for their futures.

Teaching and learning are good with some practice that is outstanding. Teachers plan activities that cater well for the different levels of abilities and age ranges. Teaching assistants make a valuable contribution to pupils' learning. The school's curriculum is good and provides a wide range of extra activities. Care, guidance and support for pupils are good, especially the quality of pastoral care. The school is developing systems for analysing its data on pupils' progress so that teachers can guide pupils' learning even more effectively.

The new buildings and outside area provide children with very good opportunities to learn in an attractive environment. While good use is made of the resources for information, communication and technology (ICT) to further pupils' learning, the school recognises that insufficient use is made of the school's library to help to raise standards in reading. All the areas of the school work well because the headteacher, together with her deputy and the governing body, provide good leadership and management. They have good systems for prioritising the areas that need to be improved and for enabling them to act quickly. They have been prudent and exercised stringent budgeting to ensure the school runs as effectively as possible. Curriculum leaders ensure topics engage pupils well but are not yet monitoring their subjects rigorously to check up on the progress pupils make. There is good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 1

When children enter the Foundation Stage, their skills and knowledge are below average. Teaching is tremendous and provides wonderful opportunities for children to learn in an environment where they are extremely well cared for. As a result, children feel very safe and

settle quickly. Activities are planned in meticulous detail and are purposeful. They are particularly successful in developing speaking and listening skills. Relationships are excellent both with the children and with their parents. Children enjoy an amazingly wide range of stimulating learning experiences and make good use of the outdoor area. Staff are very enthusiastic and inspire children so that they rapidly grow in confidence and readily contribute to discussions and group activities. Many parents respond to the invitation to be involved in their children's learning which increases the progress children make. Achievement is good and, often, very good so that most children reach and sometimes exceed the expected levels by the time they enter Year 1. This is especially so in communication, language and literacy and mathematical development where children make exceptionally good progress. Leadership and management are exemplary.

What the school should do to improve further

- Strengthen the involvement of curriculum leaders in monitoring and evaluating the progress pupils make in their subjects.
- Raise standards in reading to match those achieved in writing more closely.

Achievement and standards

Grade: 2

Achievement is good in Years 1 and 2. In 2007, the standards pupils reached in Year 2 were broadly average in mathematics and in reading although a lower than expected proportion of pupils reached the higher level in reading. Standards were above average in writing, where the extra support pupils have received has paid off. Progress from their starting points was good. Pupils continue to make good progress in Years 3 and 4. Inspection findings show that the progress of all current pupils, including those with learning difficulties and/or disabilities, is good and that pupils meet the challenging targets set.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral social and cultural development, is good. Pupils enjoy their time in school. They develop good social skills and are eager to learn. Pupils acquire a good understanding of right and wrong and are sensitive to others, so that they work and play together well. They know the importance of a healthy diet and take part in regular exercise. The pupils feel safe in school. They behave well and have a good understanding of how they can best help those who have difficulties and/or disabilities. They also show a good interest in the school and its wider community. They spontaneously carry out tidying activities and willingly accept responsibilities, for example, in the school council. The pupils' basic skills and range of knowledge provide a good basis for the next stage of their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good with some outstanding features. Teachers have excellent relationships with their pupils and as a result, pupils are well behaved and attentive in lessons. Teachers make very effective use of ICT to interest and inspire pupils. Teachers know their pupils well and their planning takes good account of the differing needs of pupils of different

ages and abilities. Consequently, teachers adjust the pace, content and methods so that all pupils are set appropriately challenging targets and achieve well. Teaching assistants are effective in supporting pupils in their learning. The school recognises the need to plan for more focused teaching of reading to lift standards higher.

Curriculum and other activities

Grade: 2

The school is successful in providing pupils with an exciting curriculum. Pupils enjoy their learning and make good progress in a rich and stimulating environment. With the exception of the library, resources are used well and the attractive displays around the school celebrate how topics are taught through a thematic approach. This ensures good links are made across all subjects which makes learning interesting and relevant for pupils. Visiting art and music specialists inspire pupils to produce work of high quality and ensure they receive high levels of challenge.

Pupils enjoy a good range of activities outside lessons which include dance, yoga, competitive sports, gymnastics, art and music. The support from outside professionals and teachers' own expertise and enthusiasm for fitness ensure pupils learn how to stay safe and healthy.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are strengths of the school and promote the high quality relationships that exist with pupils' families. Staff are committed to encouraging enjoyment and achievement. The school fulfils all of its statutory responsibilities. Staff are well trained in child protection, and regular, detailed risk assessments are carried out. All of these ensure good levels of safety and care. Through a clear identification of their needs and frequent use of external agencies, there are good procedures for supporting vulnerable pupils and those with learning difficulties and/or disabilities.

Pupils know their targets and most understand clearly how these help them to improve their work. Initiatives to encourage pupils to take responsibility, for example, in checking for mistakes in their work and drawing up their own targets, are having a good impact on their learning. Many pupils have been in the school only a short time. Formal tracking of pupils' progress is in place but subject leaders are at an early stage of development for intervening to ensure that each pupil does their best.

Leadership and management

Grade: 2

The headteacher is an inspirational leader. She has a clear vision of the educational direction for the school and her passion is shared by the deputy headteacher. Together they lead a dedicated and happy team. They are well aware of the school's strengths and weaknesses. Planning for improvement is thorough and action is effective, with the result that areas for development are clearly identified and rigorously pursued. All these factors help the pupils to achieve well.

Curriculum leaders ensure pupils are provided with exciting learning opportunities. They use their expertise well, teaching across classes, for example, in music, so that pupils benefit from

their subject knowledge. They have yet to fulfil their role in monitoring and evaluating the progress pupils make in their subjects. Governors are supportive and carry out their duties diligently, ensuring the budget is wisely spent. The school runs very smoothly on a day-to-day basis.

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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
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?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

20 November 2007

Dear Pupils

Inspection of Cedars Park Community Primary School, Stowmarket, IP14 5FP

I really enjoyed meeting you on my visit. Thank you for helping me with my work. This letter is to let you know what I found out about your school.

Your parents are exactly right when they say that children in the Reception class get a brilliant start to school. All of you attend a school where your teachers look after you so well. This helps you to settle quickly and to be very happy in this beautiful new school. Your teachers plan carefully to make lessons interesting and your smiling faces showed me that you enjoy your work. You take part in a good range of extra activities and these help you to keep fit and enjoy music. The governors and your parents are helping the school to be a very welcoming and friendly place where you make good progress. Your behaviour is good and you are kind to one another. Well done, keep it up!

Here is what the school is going to do to make things even better. The teachers who are in charge of subjects are going to make regular checks on how well you are taught and on the progress you make so that you can do even better in your learning. Very soon, I hope you will be using the library regularly. Your teachers are also planning for you to do more shared reading in class. I am sure these changes will help you all.

I wish you well for the future

Kathleen Yates

Lead inspector