

# Cuddington Primary School

## Inspection report

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<b>Unique Reference Number</b>	111059
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	325285
<b>Inspection dates</b>	23–24 March 2009
<b>Reporting inspector</b>	David Law

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	144
Government funded early education provision for children aged 3 to the end of the EYFS	19
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Butcher
<b>Headteacher</b>	Mrs Yvonne Elliott
<b>Date of previous school inspection</b>	16 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Ash Road Cuddington Northwich Cheshire CW8 2NY
<b>Telephone number</b>	01606 883045
<b>Fax number</b>	01606 889488

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Cuddington is a smaller than average school. The school serves an area with below average levels of social disadvantage and the proportion of pupils eligible for free school meals is lower than typical. The number of pupils who have learning difficulties and/or disabilities is below average. There are few pupils of minority ethnic heritage and none at an early stage of learning English as an additional language. The Early Years Foundation Stage provision comprises a Reception class. The school has achieved the Healthy Schools Award, Activemark, Artsmark and Eco-Schools Award.

There is a nursery and after-school club on the school site. These provisions were inspected separately and receive a separately written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Cuddington Primary School provides a satisfactory education for its pupils and some aspects of its work are good. Pupils reach average standards and their achievement is satisfactory. Personal development and well-being are good and behaviour is excellent. Good relationships enable pupils to feel safe and secure and they enjoy school. A good curriculum offers a range of activities in art, music and sport to enrich pupils' experience. Satisfactory teaching and learning enable pupils to make satisfactory progress.

Children make a good start in the Reception class and progress well in their learning and development. At Key Stage 1, satisfactory progress enables pupils to reach average standards by the end of Year 2. This satisfactory progress continues at Key Stage 2 and pupils attain average results in the Year 6 national tests. The pace of learning quickens in the final year. Throughout the school, the more able pupils do not reach the levels they should because teaching does not provide enough challenge. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Pupils acquire positive attitudes and work and play exceptionally well together. They are proud of their school and eager to talk about the Eco-Schools Award and how they protect the environment. Pupils are confident in approaching adults if they have a problem and know it will be dealt with sensitively. The school is a happy community where older pupils enjoy caring for younger ones. There are good opportunities for pupils to take responsibility. They show an excellent understanding of how to stay healthy and describe how they eat fruit and take exercise to keep them well. Spiritual, moral, social and cultural development is good and pupils learn to understand that people are different but all are valued. Their attendance is in line with that achieved nationally.

Satisfactory teaching and learning are based on positive relationships. Classes are well managed and lessons are prepared thoroughly. The best teaching has good pace and involves pupils actively, and is particularly evident for the oldest pupils and in Reception. Although no teaching is less than satisfactory, not all of it reaches this good standard. This explains why achievement is no better than satisfactory. In some lessons pupils spend too long sitting and listening and do not have enough opportunity to evaluate their learning. Care, guidance and support are good and pastoral care ensures that pupils' needs are understood; they feel safe and are well cared for. There are good systems to track pupils' progress. Senior leaders have a firm grasp of what this shows and are using it to improve teaching. Despite this, in the classroom pupils are not secure in knowing their personal targets and what they need to do to improve. The curriculum provides many opportunities that enrich pupils' experience and add to their enjoyment.

Leadership and management are satisfactory. The school is a harmonious place that makes a good contribution to community cohesion. It promotes equality of opportunity and eliminates discrimination by enabling everyone to feel valued and to develop well personally. The recently appointed headteacher provides clear direction and is enabling others to develop their skills as leaders and contribute to improvement. There is recognition of the need to raise achievement and a good plan is in place to support this. Progress is reviewed and evaluated and leaders are being increasingly involved in this. The governing body provides loyal support and is developing its role in checking on standards. Staff and other resources are efficiently managed and the school runs smoothly day to day. Safeguarding meets current government requirements.

Improvement since the last inspection and value for money are both satisfactory. The school has a satisfactory capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the Early Years Foundation Stage with knowledge and skills in line with expectations for their age and make a brisk start to their learning. Good relationships are formed in a warm and supportive environment where children feel safe and secure. They grow in self-confidence and independence and there are good opportunities for them to initiate activities and make decisions. Planning for learning and development is based on good assessment and focuses strongly on the acquisition of key skills, for example with sounds and letters. Teaching is good. Recent assessments show these children are on track to achieve standards that are above expectations by the end of this school year, which indicates good progress. In previous years children left Reception broadly in line with expectations for their age. The environment for learning is bright, cheerful and inviting. Children participate with obvious enjoyment. They particularly enjoy being outdoors and this provision is readily available and provides exciting opportunities to learn about the world. Provision for children's welfare is good and they are well cared for. Their personal development and well-being are good and adults take great care to meet their needs.

There are good relationships with parents/carers who are involved in their children's learning. One parent said, 'Teachers are very approachable and there is the correct balance of education, creativity and social skills.' Provision is well led and managed. There is a strong focus on helping children to make good progress and in promoting their welfare. Good induction arrangements help children settle quickly. Adults plan the curriculum as a team to ensure progression in children's learning, although occasionally the role of all adults is not made clear.

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

- Achieve greater consistency in the quality of teaching to raise standards further for all pupils as they move through the school.
- To raise standards for the more able pupils, ensure that learning provides greater challenge and is matched to their needs.
- Improve pupils' knowledge of their personal targets so they understand what they need to do to make progress in their learning.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

When they begin Year 1 most pupils have reached standards that are broadly in line with expectations. At Key Stage 1 they make satisfactory progress and by the end of Year 2 reach standards that match the national average. Not enough pupils attain the higher levels in writing and mathematics because teaching is not challenging enough. Pupils continue to make satisfactory progress at Key Stage 2 and by the end of Year 6 reach average standards in English, mathematics and science. In all subjects, too few pupils reach the higher level because as they move through Key Stage 2 learning is not well tailored to the needs of the more able. The

school did not meet its statutory targets in 2008, but pupils in the current Years 5 and 6 are on course to reach the challenging targets set for them. This is because they are receiving good teaching which enables them to learn at a brisk pace and there is a sharp focus on improving writing skills. Pupils with learning difficulties and/or disabilities make satisfactory progress because work is carefully planned to meet their needs in the classroom.

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

### **Grade: 2**

Some aspects of pupils' personal development are outstanding. Pupils have an excellent understanding of how to make choices for a healthy lifestyle and they participate energetically in an extensive range of sports. During the school assembly, they were proud to share their success at a recent hockey tournament. They cooperate exceptionally well with each other and behaviour is excellent in classrooms and around the school. Incidents of bullying are rare and pupils say they feel safe in school. Pupils learn how to understand their own feelings and are considerate of the needs of others. They strive to do their best in lessons and show a good enjoyment of learning, particularly when they have the opportunity to do practical tasks. Pupils are eager to undertake responsibility and older ones support the younger through a buddy system. A school council allows pupils to have a voice in the life of the school. Pupils are eager to learn about other cultures, for example through their work on Indian art, and are gaining a good understanding of diversity. Progress in key skills is satisfactory overall and pupils enjoy the opportunity to use computers and the interactive whiteboards. This helps them prepare for their future economic well-being. Most pupils arrive punctually to school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons are planned with clear objectives for what teachers want pupils to learn. Resources are efficiently organised and well used. In the best lessons pupils are encouraged to take an active part, for example through the use of talking partners where they share their ideas and thinking. This helps them to understand what they have to do and, as a result, they make better progress and achieve well. Teachers keep detailed records to assess pupils' progress and are making use of a tracking system to monitor what is achieved. Pupils respond well when given opportunities to assess their own learning, for example in one Year 5/6 lesson where they used a checklist showing the key features of a play's script. Across the school this does not happen enough and pupils do not have enough knowledge of their personal targets and what they must do to improve. In too many lessons the rate of learning is satisfactory rather than good. Pupils often spend too much time listening and are not actively involved. Work does not always challenge the more able because it is not well tailored to their needs.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils are provided with a curriculum that captures their interest and is enjoyable. All the required subjects are taught and a number of strategies, such as theme days, add variety to pupils' experiences. This helps them to develop self-confidence. Some pupils were eagerly looking forward to a residential visit to the Yorkshire Dales the day after the inspection. Classrooms and corridors are enhanced with displays and photographs of pupils learning from

first-hand experiences, for example in the school garden and through the many opportunities in art and design. Promoting personal, social and health education forms an integral part of the curriculum. Pupils learn to understand diversity and to appreciate the needs of others. They show an excellent knowledge of what makes a healthy diet and have good opportunity for physical exercise. Pupils are proud of their Eco-Schools status and talk avidly about the need to take care of the natural environment. Pupils have many opportunities to participate in music, drama and sports events, part of the broad enrichment programme open to them. This includes regular visits to places of educational interest and a good range of clubs that contribute to the school as a community. The school is working to improve the use of information and communication technology through the curriculum.

## **Care, guidance and support**

### **Grade: 2**

Good relationships between staff and pupils and strong links with the local community form the backbone of good-quality care, guidance and support. Community issues are given full consideration and a careful watch is maintained over all pupils; the blanket of care, which extends beyond school, helps provide a pleasant family atmosphere. This does much for pupils' enjoyment and confidence. One parent commented, 'This is a warm and caring school with a happy atmosphere.' Health and safety is carefully managed to keep pupils safe. There are good procedures for promoting attendance and punctuality. Good links with outside agencies give pupils who need it ready access to specialist help. The progress of all pupils is assessed and checked regularly and support provided for those who are in danger of falling behind. There are satisfactory strategies for supporting pupils with learning difficulties and/or disabilities to function well. A detailed tracking system, introduced by the headteacher, enables senior leaders and teachers to know how well all pupils are achieving and what needs to improve. Pupils are set targets for their learning but they are not always evident or used regularly enough in classroom.

## **Leadership and management**

### **Grade: 3**

The headteacher, in her second term at the school, is providing a strong lead and a clear direction. By monitoring the quality of teaching and learning and the standards that pupils reach she has a thorough grasp of the school's strengths and weaknesses. She has rightly put the focus on raising achievement by improving teaching and learning. Effective action planning, led by the headteacher and involving other key staff, sets out relevant priorities for improvement. Teachers are held to account for the standards pupils reach and have good opportunities for relevant professional development. They welcome the opportunity to develop their leadership skills and are involved in evaluating provision. Governors are well informed through the headteacher's reports and show a firm commitment to pupils' well-being. There has been a recent restructuring of committees to involve governors more in self-evaluation and develop their role as critical friend. Good links exist with parents and outside agencies to promote community cohesion. The school has developed useful international links by association with an orphanage in Tanzania. Most parents speak positively about the school. The school is inclusive – all pupils are valued and well cared for and, as a result, they take a pride in their school and feel safe in it.

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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?	3
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?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## Leadership and management

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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

I enjoyed my visit to Cuddington Primary School. You all made me feel very welcome. Thank you for contributing to the inspection by being eager to talk to me and tell me about your school.

I found that your school is providing you with a satisfactory education. It is a happy place and you told me that you feel safe in school. I saw that your behaviour is excellent and you all work and play exceptionally well together. You are eager to take responsibility and older children enjoy looking after younger ones. The teachers and other adults take good care of you. The teaching you receive is satisfactory. You work hard and learn best when lessons are lively and interesting. This helps you to enjoy your learning more and make better progress. I have asked the school to provide more of this sort of teaching to help raise the standards you reach. I have also asked the school to make sure that those of you who are capable of doing even harder work receive tasks that really challenge you. The headteacher and other school leaders check on your progress carefully. I have asked teachers to make more use of personal learning targets for you so you know clearly what you need to do to improve.

You told me that you enjoy going on school visits and I know that the day after the inspection some of you were off on a trip to Yorkshire. I hope you enjoyed this and that the weather was kind. You have the Healthy Schools Award and know the importance of exercise to keep healthy. You are all rightly proud of your Eco-Schools Award. Your very positive attitudes and enthusiasm for learning are lovely to see.

I hope you will continue to play your part in helping to achieve the improvements I have asked for. You can do this by continuing to work hard and by trying to reach the targets your teachers set for you.