

Cawston Grange Primary School

Inspection report

Unique Reference Number	133986
Local Authority	Warwickshire
Inspection number	328793
Inspection dates	18–19 June 2009
Reporting inspector	Marion Thompson

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	231
Appropriate authority	The governing body
Chair	Simon Cutler
Headteacher	Sue McGonagle
Date of previous school inspection	15–16 June 2006
School address	Scholars Drive Cawston Rugby Warwickshire CV22 7GU
Telephone number	01788 816820
Fax number	01788 816820
Email address	head@cawston.warwickshire.sch.uk

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Introduction

This pilot inspection was carried out by two additional inspectors. The inspectors visited 18 lessons, and held meetings with the headteacher, governors, staff, pupils and parents. They observed the school's work, and looked at a range of documentation including the school improvement plan, assessment information, safeguarding documentation, curriculum planning and records of lesson observations. In addition, 78 parent questionnaires, 185 older pupil questionnaires, 28 staff questionnaires and 29 younger pupil questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- rates of progress for different groups of pupils
- the impact of the actions the school has taken to improve standards and achievement in writing
- the extent of pupils' awareness and understanding of the range of communities in Great Britain and overseas
- how effectively assessment information is shared with pupils to promote their learning.

Information about the school

Cawston Grange Primary School is of average size and has an average size Reception class in the Early Years Foundation Stage. Also on the school site is a privately run nursery which was inspected separately. Most pupils come from White British families, with about a tenth of the school population coming from families of Indian origin. A very small number of pupils from a diverse range of backgrounds are at the early stages of learning English. The percentage of pupils with learning difficulties and/or disabilities is typical for a school of this size. The school has gained the Healthy School and Eco Silver awards, and has ICT Becta, Activemark, and Artsmark Silver status.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

Main findings

All members of the school community are very proud to belong to this outstanding school. As one parent, typical of many, accurately wrote, 'Cawston Grange is full of positive energy and has a friendly and peaceful atmosphere. Everything is about supporting every individual child.' Standards are consistently high, not only in English, mathematics and science, but in a range of other subjects like art and music. All groups of pupils make excellent progress and really enjoy their learning. Achievement and personal development are excellent and pupils develop into confident, mature and thoughtful young people.

The key contributory factors to this success are:

- a vibrant and exciting curriculum which is well matched to the needs and interests of all pupils
- sensitive care which helps pupils to overcome barriers to learning and development, and robust procedures which ensure pupils are safe
- good and frequently outstanding teaching which motivates pupils to learn and to develop independence
- the inspiring and ambitious leadership and management of the headteacher, supported very well by staff and governors
- a very strong commitment to equal opportunities which ensures that all pupils achieve their best and that all members of the school community are respected.

Since the previous inspection, standards at the end of Key Stage 2 have risen significantly. Attendance has risen from above average to high. Excellent personal development has been maintained and teaching and the curriculum have improved. Planning is extremely effective and is based on a rigorous analysis of the work of the school and of individuals and groups of pupils. The school has excellent capacity to improve further, self-evaluation and monitoring are rigorous. In outstanding lessons, dialogue in class and marking provide pupils with specific guidance on how to improve their work and the opportunity to follow this advice. However, this is too inconsistent. In addition, pupils' knowledge and experience of the diverse range of cultures within Britain and the wider world is limited.

What does the school need to do to improve further?

- Improve teaching so that it is consistently outstanding by June 2010 by:
 - ensuring that marking and dialogue between staff and pupils about how to improve work are of a very high quality
 - providing opportunities for pupils to follow up on the guidance provided.
- Provide pupils with a greater understanding and experience of cultural diversity within Great Britain and the wider world by June 2010.

Outcomes for individuals and groups of pupils

1

Pupils' academic achievement and personal development are outstanding. Pupils start Year 1 with standards that are generally above average. By the end of Year 2 and Year 6 standards are high. This is reflected in greatly improved national test results at the end of Year 6, especially in science, mathematics and reading. Pupils' skills in enquiry in science and mathematics, where they formulate their own questions, are especially impressive. The strategies the school has introduced have raised standards in writing and this, too, is now outstanding. Attainment in other areas, such as art and music, is also high and artwork makes a significant contribution to the bright and extremely well ordered learning environment.

Pupils of all abilities and backgrounds, including those with learning difficulties and/or disabilities and the small number at the early stages of learning English, make excellent progress, to the obvious delight of their parents. The vast majority meet or exceed challenging targets. Those from minority ethnic groups make the same progress as others. Pupils work with real enthusiasm and confidence, independently and in groups. They relish the challenge of difficult tasks and persevere when they encounter difficulties.

Pupils develop as competent and caring young people, who are very well prepared for the next stage of their education and their lives. They make a very powerful contribution to the school and local community. For example, Year 6 pupils 'buddy' younger children for the whole year, helping them with their learning in lessons such as information and communication technology (ICT). Strong bonds are formed, to pupils' mutual benefit. 'They develop their skills and it teaches us patience and helps us to mature,' as one perceptive pupil aptly commented. Respectful relationships between adults and pupils underpin high attendance and responsible behaviour which ensures pupils feel very secure and active engagement in lessons. Pupils have an excellent understanding of how to stay healthy and most develop sensible eating habits and have lots of exercise whilst at school. Spiritual, moral, social and cultural development is good overall. Pupils' understanding and experience of the range of cultures within Britain and beyond is at the early stages.

These are the grades for pupils' outcomes

Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
How well do pupils achieve and enjoy their learning?	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance ¹	1
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

Parents and pupils rightly appreciate the school's lively and innovative curriculum. It meets the individual needs and interests of pupils of all backgrounds and abilities, including those with learning difficulties and/or disabilities and those at the early stages of learning English, very well. Sharp analysis of areas of weakness and exciting cross-curricular activities, especially in drama and humanities, have successfully promoted improvements in pupils' writing. Independence in learning is promoted very well, both in lessons and in school life. A highly competent group of Year 6 boys have independently set up and run a reading group for younger boys over a sustained period. Partnerships with local specialist schools have been used very effectively to promote learning in areas such as ICT. Pastoral care and guidance are excellent, especially in providing support for vulnerable pupils and their families.

Teaching is good and is frequently outstanding. Learning objectives are clear and build well on previous work, so pupils know what is expected of them. Excellent relationships and well-developed subject knowledge enable staff to motivate pupils and lessons are conducted at a good pace. In the best lessons, the level of challenge is high, and the quality of dialogue about how to improve work is outstanding. For example, older pupils identified the features of excellent writing in class discussion, using the correct terminology, such as 'embedded clauses'. They then used them very effectively to improve their work. However, the quality of guidance provided through feedback in class and marking, whilst good, does not always deepen learning and accelerate progress as much as in the best lessons and pupils are not always given the opportunity to follow up the guidance provided.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school's outstanding improvement since the previous inspection has been extremely well led by the headteacher who has moulded staff and governors into a motivated and committed high-performing team, strengthened by a wide range of very effective partnerships. The comment that, 'This is the best school I have ever worked in,' was echoed by many staff. The school has the confidence of parents and carers, including those who are hard to reach, who rightly feel that their views are taken account of. Securing equal opportunities for all pupils is at the heart of the school's work. High expectations are made explicit through the challenging targets the school sets, which the vast majority of pupils of all abilities and backgrounds reach or exceed. Self-evaluation and monitoring are rigorous, enabling staff to help all pupils overcome barriers to learning and personal development. The school functions very well as a harmonious community. Governors ensure that statutory duties are met and they regularly check that measures to safeguard pupils are robust. They use their considerable individual expertise very well for the benefit of the school. They provide excellent support and challenge, especially in relation to setting the strategic direction of the school. The school provides very well for many of the needs of the school and local community, for example providing parenting classes. However, governors recognise that arrangements to evaluate the impact of community cohesion are, as yet, not fully developed. The school provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Provision for children in the Reception class is outstanding because leadership and management are excellent. Children join the class with levels of skills that are slightly above those expected for their age. However, this fluctuates considerably from year to year and some cohorts provide considerable challenge. Children make excellent progress, reaching standards that are securely above average by the time they start Year 1. Support for children and their families, especially those who are particularly vulnerable, is excellent. The sensitive transition process enables children to settle quickly and well. Children with severe emotional and behavioural difficulties are managed very well. Very careful assessment ensures activities meet children's needs closely and teaching is extremely skilful. High levels of care ensure children's personal development is outstanding. Children are confident, independent, happy and show great care for each other. The programme of activities is exciting and provides an excellent balance of activities directed by the teacher and those initiated by children. The activities inside and out cover all areas of learning and the quality of the learning environment is outstanding. Parents, including those who are hard to reach, are very impressed with the provision and enjoy activities such as having tea parties and dancing with their children – wearing tiaras! – during Fairy Tale Week and Dads' and Granddads' afternoons.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

Views of parents and carers

Parents are overwhelmingly positive in their support for the work of the school. In their responses, many wrote about specific examples of care and support that have contributed to their children's progress, happiness, development and well-being. They appreciated the wide range of opportunities available to pupils and praised the commitment of the staff and the leadership of the headteacher. A few raised issues. There was no common pattern, except that a few parents felt they were not always well informed about their child's progress and how to support their learning and a small number of parents perceived weaknesses in dealing with unacceptable behaviour. The inspection team found no evidence to support these views.

Ofsted invited all the registered parents and carers of pupils registered at Cawston Grange Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 78 completed questionnaires. In total, there are about 400 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	67	6	2	1

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

22 June 2009



Dear Pupils

Inspection of Cawston Grange Primary School, Cawston, CV22 7GU

Thank you for the pleasant welcome you gave us when we visited your school. Your views and those of your parents and carers were very helpful to us in forming a view of the school. We know you are proud of your school, so you will be delighted to hear it provides you with an outstanding education. Children in the Reception class achieve very well, because teaching and the programme of activities are excellent and the Early Years Foundation Stage is very well led. Children's personal development is outstanding, because of the high quality of care the staff provide.

Across the school we were particularly impressed with:

- the high standard of your work, the excellent progress you make and your evident enjoyment of learning
- your enthusiasm, impressive behaviour and the way you become confident and mature young people, who make a really strong contribution to the school and wider community
- the exciting curriculum the school provides for you, especially the opportunities to do your own enquiries in science and mathematics
- the good, and often outstanding quality of teaching, which motivates you to learn
- the excellent quality of care the school provides for each and every one of you, ensuring you are safe and happy
- the outstanding leadership of the headteacher, who tries very hard to ensure things continue to improve
- the strong commitment of the staff of the school. The school is very well placed to continue to improve even further.

In order to make things even better, and so that all teaching is as good as the best, we have asked your teachers to provide you with more specific information on how to improve your work through discussion in class and marking and to give you time to follow up this advice. We have also asked your school to make sure you have a better knowledge, understanding and direct experience of the diverse range of cultures in Great Britain and beyond. By the time you leave school, you are very well prepared for the future. We hope you will continue to enjoy your education as much as you do now.

Yours faithfully

Marion Thompson
Lead inspector

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