

Caedmon Primary School

Inspection report

Unique Reference Number	134096
Local Authority	Redcar and Cleveland
Inspection number	328827
Inspection dates	23–24 March 2009
Reporting inspector	Nigel Cromey-Hawke

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Doreen McClay
Headteacher	Mr Phillip McElwee
Date of previous school inspection	1 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Attlee Road Grangetown Middlesbrough TS6 7NA
Telephone number	01642 453187
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average primary school in an area with well above average levels of social and economic deprivation. Nearly all pupils are of White British origin and there are none whose first language is not English. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is above average. They largely take the form of pupils with moderate learning difficulties, behavioural, emotional and social difficulties and speech and language delay. Provision for children in the Early Years Foundation Stage is in an integrated unit. The school has full International School status, Healthy Schools and regional awards for information and communication technology (ICT), as well as extended school status.

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 which makes a significant difference to the life chances of its pupils. It provides excellent levels of care, guidance and support for its pupils and, as a result, their personal development is outstanding. Parents are almost unanimous in their support for the way it is led and managed and one typically commented that, 'The staff are very committed and know the children as individuals. I have looked at (my daughter's) learning journey and am very impressed.' This is due to the good teaching and excellent curriculum that make learning accessible and interesting to all pupils, no matter what their learning needs are.

Children enter the Lower Foundation Stage with knowledge, understanding and skills that are exceptionally low for their age. Despite good progress throughout the Early Years Foundation Stage, pupils start Key Stage 1 with well below average levels of development. Some past progress in Key Stage 1 has been weak and the high proportion of pupils struggling with literacy and numeracy means that standards at Year 2 are well below average. However, recent improvements have raised the rate of progress and pupils are catching up lost ground. In Key Stage 2, pupils make good progress and by the end of Year 6, standards have improved to broadly average. This is reflected in the school's provisional 2008 national test results which were the best the school has had. When the progress made by pupils in Key Stage 2 is compared with that of pupils in similar schools nationally their progress is very good. The rate of progress, however, varies between classes and is not consistent. Given the pupils' exceptionally low starting points, the overall standards gained represent good achievement.

The personal development of pupils is outstanding, supported by the excellent curriculum that captures pupils' attention, motivates and provides a wide range of interesting activities and learning experiences. The school's actions to promote community cohesion are excellent at school, local, national and international levels. As a result, pupils' social, moral, spiritual and cultural understanding is outstanding, as is their appreciation of equality and diversity, helped by the extensive visits and links with schools and overseas partners. This builds their confidence and essential life skills for the future. A small minority of pupils have not responded to the school's extensive efforts to get them to attend regularly and so attendance is below average, but improving. Teaching is now good overall across the school with some outstanding practice., However, there are variations between classes which mean that pupils' progress is sometimes inconsistent

The school provides excellent care, guidance and support for its pupils, especially through the home-school arrangements and the work of the special needs staff. Pupils feel very safe, highly valued, know what it means to lead a healthy lifestyle and obviously enjoy their learning. Relationships are extremely positive between pupils and all adults in the school. Academic guidance is good, supported by helpful marking in books and clear target setting for future development.

Leadership and management of the school are good. The headteacher and staff are dedicated to providing the best quality care and support for learning. They have created an ethos of trust, security and respect, and a stimulating learning environment that all who know the school value enormously. Self-evaluation is good and the school has good plans for improvement. Governors know the school well and support and challenge it rigorously, especially through visits to classrooms and discussions with subject staff. The school has good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The quality of provision in the Early Years Foundation Stage is excellent. Staff work exceptionally well together as a team and children have an exciting and stimulating environment in which to learn and develop. Children start school with skills that are exceptionally low for their age in almost all areas of learning. Throughout their time in the unit, they make outstanding progress in personal and social development. This is because the staff take very good care of them, teaching them how to share, take turns, respect each other's feelings and learn familiar routines. Children make good progress in learning their sounds and letters and the superb range of outdoor opportunities ensures that children's physical development is promoted effectively, as are all areas of learning because activities are so well planned. This excellent provision results in the children making rapid improvements from their exceptionally low level of development when they start school. Despite this rapid progress, their skills are well below average when they start Year 1, although their personal and emotional development is close to the level expected of children their age which gives them a good start to Key Stage 1.

Imaginative and innovative ways of engaging children are employed. The balance between activities that adults lead and those that children choose to do themselves is very good. All the staff maximise opportunities to increase children's language and communication skills by teaching them new vocabulary and encouraging them to express their ideas, thoughts and feelings. Sensitive observations to track children's progress towards the early learning goals are used exceptionally well in computer based individual records, which are accessible to parents. Children in the Early Years Foundation Stage are cared for very well and all the welfare requirements are carefully attended to.

There is a calm, orderly atmosphere and the learning environment is colourful and attractive. Leadership of the Early Years Foundation Stage is outstanding. The manager is knowledgeable, well qualified, committed to continual improvement and provides inspirational leadership to her team.

What the school should do to improve further

- Ensure that the rate of progress is consistently good or better in all classes.
- Improve attendance by focusing upon the small group of pupils who continue to fail to attend school regularly.

Achievement and standards

Grade: 2

The inspection confirms the school's own evaluation that, when the exceptionally low starting points to school are taken into account, pupils' overall achievement by the end of Year 6 is good. Significant work has been undertaken in the last two years to track attainment more closely and raise levels of progress. This has strengthened teaching in Key Stage 1 and Years 3 and 4 and is beginning to overcome the legacy of past weaker progress. As a result, pupils are making good progress overall, although the rate varies between classes. Pupils enter Key Stage 1 with well below average standards, particularly in literacy and numeracy. Although pupils are now making good improvements in Years 1 and 2, the current Year 2 pupils' standards remain well below average overall. In Key Stage 2, progress accelerates and pupils catch up on past lost ground in their literacy and numeracy. National data shows that pupils' progress in Key Stage 2 is much better than that made in similar schools. Year 6 provisional test results in

2008 were the best the school has had, reaching broadly average levels, although the proportion of higher grades gained in mathematics and science was relatively low. Those pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Personal development and well-being, including spiritual, moral, social and cultural development, are outstanding. These outcomes represent pupils' excellent improvement in their time in school. Pupils say they feel very safe, highly valued and they clearly enjoy their learning. They respect each other's views and say that bullying is rare but swiftly addressed. Almost all behave well in lessons, though occasionally a very small minority do not concentrate as well as they should.

Pupils from the school learn about racism and tolerance and many benefit from residential visits both home and abroad that help develop their social skills and extend their cultural understanding of the world. The older pupils are excellent at taking on responsibilities as school councillors, prefects, monitors or buddies to younger children. Year 6 pupils, for example, ensure children in the Early Years Foundation Stage brush their teeth each day after lunch. Pupils have a very good understanding of how to eat healthily and stay fit. They play safely outdoors and move about the school sensibly, courteously opening doors for adults. Attendance remains below average but in line with similar schools. It has improved because the school has successfully undertaken rigorous initiatives.

The outstanding attitudes and behaviour of pupils and their highly developed social skills, coupled with their sound academic skills, prepare pupils well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching across the school is good. There is some outstanding teaching. As a result, progress is beginning to be more consistent between year groups but variations still exist. Year groups are often taught by subject experts, rather than by a single class teacher, and this often brings high levels of subject knowledge to the lessons. A wide range of activities, regularly involving practical and creative approaches, helps generate interest and pupils are well engaged in their learning. High quality resources are combined with teachers' and pupils' use of information and communication technology (ICT) to bring the topic being studied to life. Teaching assistants provide good support, often taking small groups for intense support. As a result, those who find learning difficult make good progress, despite their often complex needs. Marking is generally good and provides pupils with clear information about how well they are working and what they have to do to improve. Pupils are encouraged to work cooperatively in groups and generally do so, although their independent contributions to some lessons are underdeveloped.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and contributes significantly to pupils' personal and academic development. The everyday curriculum is broad, balanced and operates upon a carefully planned thematic approach. It meets the needs of all learners well. There is a strong focus upon the

essential skills of reading, writing and ICT and upon pupils' spiritual, moral, social and cultural development, especially through the outstanding use of the arts within all aspects of the school's work. The classrooms sparkle with displays and resources that catch pupils' imagination and stimulate their learning. Pupils share the corridors with full sized professional museum models of historic characters that regularly form the basis of work in lessons. A highly developed programme of national and international links with several overseas schools has significantly broadened pupils' horizons and developed their understanding of the richness and diversity of the world. Many pupils have been to Poland, Denmark, Cyprus and France as part of their studies. A wide range of extra curricular activities, especially sport, are well supported by pupils.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Arrangements to safeguard children, both in and out of school, are robust and reviewed regularly. The home-school liaison teacher works extremely well with vulnerable pupils and their families to give support when needed, especially with attendance. The special needs coordinator has an excellent system for helping to identify and monitor pupils with emotional, behavioural or learning difficulties and/or disabilities. Very good partnerships with outside agencies ensure such pupils are identified early and that their needs are met.

The school has recently updated its systems for tracking and recording the progress of all pupils and setting challenging targets. Those who may need extra support or are falling behind are identified quickly and supported very effectively. The school has extended school status and the well-attended Breakfast Club and Cub Scout group, which coordinates pupils from two other schools, give very good out of school care. The newly developed family room is very successfully providing for family learning activities and parents are full of praise for the support it provides, including adult literacy qualifications.

Leadership and management

Grade: 2

The headteacher has a passionate vision for the school and has worked tirelessly to achieve it, helped by a highly committed and talented staff. Buildings, resources and staffing levels have been improved and a curriculum put in place that provides a vibrant learning environment for pupils. The promotion of community cohesion is outstanding, based on very careful investigation and evaluation of the school's and local community's needs and wishes. Extensive links with local schools have resulted in the easing of transition into secondary education, with the school playing a significant coordination role. Strong national partnerships have been set up involving both staff and pupils and there has been significant international cooperation and residential experiences. The impact upon pupils' and parents' understanding of diversity and the promotion of equality has been outstanding. Good self-evaluation means that the school knows what it needs to do to make more progress and has well-thought-out plans to bring this about. An example is the recent changes in tracking underachievement to improve teaching across the school, the impact of which is visible in the school but has yet to be seen in test results. Governors have a good understanding of the strengths and weaknesses of the school and support and challenge it well.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
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?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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 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

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 eliminated	1
How well does the school contribute to community cohesion?	1
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

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

25 March 2009

Dear Pupils

Inspection of Caedmon Primary School, Redcar and Cleveland, TS6 7NA

Thank you for the warm welcome you gave us when we inspected your school. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. Caedmon Primary School is a good school with some outstanding features. These are the main things that we found good about your school.

- You get an excellent start to your education within the Early Years Foundation Stage because of the high quality provision and very good leadership and management.
- You clearly enjoy your time in school, and say you feel safe and valued by the school. You know what it means to lead a healthy lifestyle and often help each other in this respect. The level of care and support provided to you and your parents is excellent.
- Your personal development is outstanding, you have positive attitudes to learning and your behaviour is good. You have a very good understanding of what is right and wrong, and of other cultures and ways of life in this country and abroad. You appreciate the cultures and arts of other people. Well done.
- Teaching is good and the range of activities, subjects and places that you get to learn about, and even to visit, is outstanding.
- The school is well led and managed, particularly by the headteacher, and the staff and governors work tirelessly to make sure Caedmon is the best place for you to learn in.

These are the things that we have suggested to your school to make it an even better place to learn.

- Develop further the teaching and your learning across all areas and age ranges in the school so that the excellent progress made by Year 6 last year is repeated in every class.
- Improve attendance, especially by those of you who, despite efforts by the school, do not come regularly to school.

You can help by telling your teachers how you learn best and if you have any problems.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector