

Cedarwood Primary School

Inspection report

Unique Reference Number	131962
Local Authority	Suffolk
Inspection number	354331
Inspection dates	12–13 May 2010
Reporting inspector	Mary Summers

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Margaret Rowe
Headteacher	Doug Stroud
Date of previous school inspection	22 May 2007
School address	Wilkinson Drive Kesgrave Ipswich
Telephone number	01473 612981
Fax number	01473 612892
Email address	Headteacher.cedarwood@yahoo.com

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 16 teachers and 19 lessons. They met with the chair of governors, a parent, staff and pupils, looked at a range of school policies and plans, records of pupils' progress, questionnaires returned by pupils and staff and the 149 questionnaires submitted by parents and carers.

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

- how the teaching in Key Stage 2 meets the needs of pupils with special educational needs and/or disabilities
- the achievement of more able pupils in Key Stage 2 in writing
- the quality of assessment and how it is used to set meaningful targets for individual pupils and involve them effectively in their learning.

Information about the school

Most pupils who attend this large school come from the immediate locality although a small minority travel from further afield. The school roll has grown steadily since it opened nine years ago. It is popular and over-subscribed. The large majority of pupils are from White British backgrounds, although the proportion from minority ethnic groups is growing and is now just below average. The proportion who come from homes where English is not the first language is also a little below average. The main language spoken other than English is Tamil. The number of pupils known to be eligible for free school meals is well below average. Fewer pupils than average are identified as having special educational needs and/or disabilities. Most of these pupils have moderate learning or behavioural difficulties. The school holds Healthy Schools status and the Eco Schools Silver award.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is an extremely caring school where pupils are known as individuals and receive high levels of support and encouragement. They grow into confident young people, who show respect for one another and have positive attitudes to their education. They are well behaved in and out of lessons. The school places a high priority on ensuring safeguarding measures are robust and this means that pupils feel very safe in class and around the school. They are clear about what to do if bullying occurs, but they say this happens rarely.

Pupils' achievement is good. Children start in Reception with the skills expected for their age and leave the school at the end of Year 6 with attainment that is above average. Progress is good throughout the school. Pupils with special educational needs and/or disabilities make as good progress as their peers. Last year, the school identified that pupils in Key Stage 2 were not making enough progress in writing. Leaders and managers took decisive action, starting intervention groups to support pupils who had difficulties with writing and strengthening teachers' use of assessment and target-setting. These measures have resulted in pupils making better progress this year, although targets are not always as clear or reviewed as regularly as they might be. Pupils are not involved enough in assessing progress towards their individual targets.

Teaching is good throughout the school. Teachers have positive relationships with pupils and manage behaviour extremely well. Lessons are structured carefully to build upon pupils' previous learning. Pupils' high rates of attendance reflect their good enjoyment of school and this is partially due to the interesting and creative curriculum that has recently been introduced. The school makes excellent use of partnerships with external bodies to enhance its provision.

The headteacher, senior leaders and governors form a strong team which drives the school forward successfully. Careful monitoring and analysis of performance mean that they have an accurate view of the school's strengths and weaknesses. They are aware that community cohesion is a weaker element of their work; some actions have been taken but as yet, the pupils' understanding of communities, religions and beliefs outside their own experience, is limited.

The school has made good improvement since the last inspection, tightening targets for pupils with special needs and/or disabilities to improve their progress and strengthening assessment procedures. Despite a dip in writing last year, pupils' attainment remains above average and their levels of personal development good, in some respects outstanding. The school's track record, effective self-evaluation and the commitment and enthusiasm of senior leaders, coupled with strong support from staff, mean that the

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school has a good capacity for further improvement.

What does the school need to do to improve further?

- Improve pupils' achievement in Key Stage 2 by:
 - ensuring that individual targets are concise and easily measured
 - reviewing progress towards these targets more regularly
 - involving pupils more effectively in the review of their targets.
- Improve community cohesion by:
 - developing meaningful links with schools and communities within the wider United Kingdom and globally
 - extending pupils' knowledge and understanding of cultures, religions and beliefs other than their own.

Outcomes for individuals and groups of pupils

2

Pupils are keen to learn and apply themselves well in lessons. They work well individually, in pairs and small groups. Girls and boys from all ethnic backgrounds, and those from homes where English is not the first language, achieve well and thoroughly enjoy learning. Work seen in classrooms and in their books shows that pupils, including those that are more able, are making good progress throughout the school. Progress is especially good in Year 2 where lessons are exciting and really enthuse the pupils. They learned very effectively about coordinates for example, by physically moving 'along then up' to demonstrate how coordinates are ordered. More able pupils responded extremely well to the challenge of complex activities which really made them think about their work, and pupils with moderate learning difficulties were well supported by the teacher and assistant.

The school's work to gain Healthy Schools status has helped pupils understand the importance of healthy lifestyles, and the vast majority adopt them. Many enjoy the nutritious school lunches and packed lunches usually contain healthy options. Pupils make a very good contribution to their school community through the eco-council. Sustainability features highly in many aspects of the school's work and has led to them gaining the Eco-Schools Silver award. Spiritual, moral, social and cultural development is good. Pupils have strong moral values and very well-developed social skills.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

A wide range of activities is organised to make learning fun for pupils. Year 6 enjoy their annual residential visit where they learn a variety of skills that they would not ordinarily experience, such as abseiling and climbing. Effective partnerships with other schools and sports organisations such as Ipswich Football Club enable them to hone their physical skills. The school goes out of its way to ensure that pupils with particular gifts or talents receive good opportunities to reach high levels. Pupils who are gifted academically are supported through, for example, maths clubs and, such is the inclusive nature of the school, that there are other clubs aimed specifically at pupils with moderate learning difficulties or those with emotional and behavioural needs. Parents endorse the quality of the curriculum and how the school cares for their children. One, echoing the views of many, wrote, 'The curriculum is creative and enriching and the school considers the whole child and his/her well-being, rather than teaching them just to jump through academic hoops.'

Nonetheless, the teaching of basic skills forms an important part of the curriculum. Pupils learn the basic principles of reading, writing and mathematics but also have many opportunities to use these in meaningful ways in different subjects. Pupils in Year 3 had to make accurate measurements for example, when constructing models of Tudor houses in a design and technology/history lesson. Pupils receive regular lessons in the computer suite, where they learn basic computing skills. The school is planning to purchase a bank of laptops for pupils to use in classrooms to support their learning in different subjects.

Throughout the school, pupils with special educational needs and/or disabilities, receive

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good teaching: for example through intervention groups, which help them improve different aspects of literacy and numeracy and improve their confidence and self-esteem. Their progress is tracked very carefully to assess the effectiveness of the interventions and changes made as necessary. The 'Front Room' provides a safe haven for those who need time and space to reflect and share their thoughts and fears within a relaxed and supportive atmosphere. Excellent links with external support agencies ensure that teachers receive first-rate advice about how to meet pupils' specific needs. Pupils with emotional and behavioural needs for example, receive counselling which helps them to take a full part in school life and make good progress.

Teachers use a variety of strategies to maintain pupils' attention, such as questioning, paired discussion and effective use of interactive whiteboards and visualisers to illustrate specific teaching points and make success criteria clear. Activities are planned to meet the needs of different groups within the class and, in the best lessons, these are linked to National Curriculum levels, showing teachers' awareness of the current stages of pupils' knowledge and understanding, and identifying what they have to do to improve. In a few lessons, pupils spend too much time listening to teachers, rather than doing things for themselves.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides a firm but sensitive steer to the school's work, embedding ambition successfully amongst staff and driving improvement well. He provides an excellent example to staff in his day-to-day dealings with pupils and parents. Senior leaders provide good support and take an active role in implementing initiatives and evaluating their success. For example, the involvement of the deputy heads and middle managers in strengthening assessment and target-setting procedures has had a direct impact on the quality of teaching and consequently on pupils' learning. A clear monitoring cycle involves subject leaders and governors effectively. Senior leaders observe lessons regularly and provide appropriate feedback to teachers about areas for improvement. The school is aware that these observations have tended to focus more on teaching than learning or progress in the lesson, and intends to redress this. However, another new venture this year has been the introduction of regular meetings with teachers that are focussed on pupils' progress, to identify any underachievement of individuals. This triggers prompt action in the support offered to both teachers and

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pupils.

Staff promote equality of opportunity well, analysing information about pupils' progress to ensure all are achieving well, whatever their background or needs. A lift between the ground and first floors ensures that pupils with physical disabilities can attend the school. Racist incidents are rare, but senior staff and governors tackle them promptly if they do occur.

The governing body minutes show that they often challenge senior staff about pupils' attainment and progress and about the success of ongoing initiatives. Regular focused visits provide governors with good information to inform their strategic plans. They play a very active role in monitoring safeguarding procedures, ensuring that there is a constant focus on maintaining rigorous and effective systems. Consequently, safeguarding is outstanding.

Governors have completed a basic audit of provision for community cohesion and the school improvement plan includes appropriate reference to some areas for improvement. School leaders have set up a working party to plan for improvement in pupils' understanding of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Very good induction procedures ensure that children feel safe, settle quickly and develop their self-confidence. The atmosphere is warm and inviting and children come into class happily, ready to engage in all the activities provided. They make good progress through Reception.

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Children enjoy role play activities in the outdoor area, designing posters, making 'seeds' and 'selling' plants in their 'garden centre'. They taste different types of food and learn about healthy options. They are very conscious of environmental issues, carefully saving their apple cores for the compost bin. Teaching is good and fully engages children's interest. The children were enthralled when they listened to 'The Very Hungry Caterpillar' because the teacher used the interactive whiteboard to illustrate different parts of the story. They were amazed when the butterfly appeared at the end and talked animatedly to their partners about how this happened. Because they were able to rehearse and talk about their ideas, even the shyest child was able to contribute to the class discussion that followed. Sensitive questioning by the teacher encouraged them to develop their answers and ideas.

Adults track children's progress carefully through day-to-day observations and keep good records of their achievements. They have rightly identified the need to develop their use of this information to make sure that the activities they provide are more closely targeted, to help individual children to take the next steps in their learning journey.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who responded to the inspection questionnaire were very positive about the school's work. They said their children enjoyed school and that their children were kept safe. They appreciated how the school helped their children develop healthy lifestyles. They agreed that the teaching was good and that their children's particular needs were met. A very small minority thought that the school could help them more to support their children's learning at home, principally through homework. Inspectors found that the school's approach is appropriate. Its policy is not to give formal homework, but many opportunities are provided for pupils to conduct their own research and investigations at home and they are expected to read to an adult every night. Parents and carers were consulted about the homework policy before it was adopted and the vast majority of them agreed with it. Further consultations are due to take place in the near future. A few parents and carers expressed concerns about how the school dealt with unacceptable behaviour but inspectors found that there are clear procedures in place that are working well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cedarwood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 149 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	101	68	45	30	3	2	0	0
The school keeps my child safe	96	64	52	35	1	1	0	0
The school informs me about my child's progress	53	36	83	56	6	4	2	1
My child is making enough progress at this school	59	40	81	54	6	4	2	1
The teaching is good at this school	72	48	73	49	1	1	3	2
The school helps me to support my child's learning	59	40	71	48	14	9	2	1
The school helps my child to have a healthy lifestyle	69	46	79	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	43	71	48	5	3	5	3
The school meets my child's particular needs	61	41	82	55	2	1	3	2
The school deals effectively with unacceptable behaviour	56	38	77	52	7	5	3	2
The school takes account of my suggestions and concerns	44	30	92	62	3	2	6	4
The school is led and managed effectively	74	50	66	44	3	2	4	3
Overall, I am happy with my child's experience at this school	79	53	65	44	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 May 2010

Dear Pupils

Inspection of Cedarwood Primary School, Ipswich, IP5 2ES

Thank you so much for welcoming us to your school recently and telling us your opinions about your school. Thank you also to those pupils who returned questionnaires. Your views, along with everything else that we saw, helped us form a clear view about how well your school works. You go to a good school and these are some of the important things we found out about it:

- all the adults take really good care of you and keep you very safe in school
- you understand what it means to be healthy, and many of you enjoy the nutritious school lunches and bring healthy options in your packed lunches
- you support and respect each other well
- your behaviour is good in lessons and around the school
- you work hard in lessons and try to do your best
- the children in Reception settle into school quickly and enjoy all the activities organised for them
- the teaching is good and helps you to make good progress
- you attend school regularly so you do not miss important parts of your education.

Most of you know your targets for improvement but we think they could be a bit clearer so they are easier to measure; we have asked the teachers to review your progress towards them more often and to involve you more in the process. We have also asked your headteacher and governors to establish better links with schools and communities in different areas of the United Kingdom and overseas to help you learn more about cultures, religions and beliefs other than your own.

You can play your part in helping your school become even better by making sure you continue to work hard, behave well and attend school every day.

Yours sincerely

Mary Summers

Lead inspector

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