

# Calveley Primary School

## Inspection report

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<b>Unique Reference Number</b>	111071
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	356859
<b>Inspection dates</b>	14–15 September 2010
<b>Reporting inspector</b>	Sarah Drake

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

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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 of pupils on the school roll</b>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Fionnuala Stott
<b>Headteacher</b>	Mrs Catherine Harvey
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	Calveley Tarporley Cheshire CW6 9LE
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and part lessons taught by six teachers and teaching assistants. The inspectors held meetings with staff, the Chair of Governors and pupils, and spoke informally with some parents and carers. They observed the school's work and looked at a range of documentation relating to pupils' progress and the school's management. The inspectors also took into account responses to the inspection questionnaires completed by 39 parents and carers, eight staff and 42 pupils.

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

- It looked at the progress made by different groups of pupils in Key Stage 2, with a particular focus on writing and mathematics.
- It considered the effectiveness of the contribution made by leaders at all levels to the school's improvement.
- It considered the impact made by the school's promotion of community cohesion.

## Information about the school

The school is less than half the size of an average primary school. It serves a largely settled, rural community, midway between Chester and Crewe. The great majority of pupils are White British. Few pupils speak English as an additional language or are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average but the proportion varies greatly between year groups. All pupils are taught in mixed-age classes. Half the teaching staff are new to the school this September.

Since the previous inspection, the school has gained the Activemark and Eco-Schools Green Flag award. It has also gained the Financial Management in Schools standard.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school which is successful in its aim of 'making a positive contribution to children's lives'. Its main strengths lie in the good-quality care and support offered to all pupils, and in pupils' good social and emotional development. Pupils' understanding and adoption of healthy lifestyles are outstanding. Children make good progress in the Early Years Foundation Stage, which is an improvement since the previous two inspections, and they are well prepared to join Year 1. Elsewhere in the school, pupils make satisfactory progress in English and mathematics so that, although attainment levels vary from year to year due to the small numbers involved, they are broadly average by the end of Year 6. Pupils' attainment in reading is a strength, with above average numbers gaining the higher levels, but few pupils achieve similar levels in writing at either key stage.

Staff work together well and clear systems are in place to ensure that new members are quickly integrated into the positive, supportive team. The quality of teaching is satisfactory but could be better. Teachers plan lessons to cater for pupils' different abilities but sometimes in practice the explanations and activities leave some pupils unsure of what is required and others not sufficiently challenged. This is a contributor to pupils' making satisfactory rather than good progress. All staff, including the cook and caretaker, create a very positive, supportive environment for pupils which underpins their enjoyment of school. The strong family feeling ensures that pupils are helpful to each other and behave well.

The school's self-evaluation and capacity to improve are satisfactory. Leaders and managers assess pupils' progress regularly. As yet they do not analyse the detail of the information from assessments with sufficient rigour to pinpoint precisely either the actions the school needs to take or the impact of those already taken. Positive partnerships with parents, carers and other local schools greatly enhance the provision for pupils. However, the school's actions to promote community cohesion and pupils' understanding of our multicultural society are satisfactory.

## What does the school need to do to improve further?

- Raise attainment levels in writing, particularly for pupils of higher ability, by:
  - providing more opportunities for pupils to write at length
  - increasing the accuracy of pupils' punctuation and spelling
  - encouraging pupils to assess for themselves how well they have done and what they need to do to improve.

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- Increase the effectiveness of the leadership and management by:
  - introducing greater rigour and precision into the way that information about pupils' progress is used to support the school's improvement
  - improving the school's promotion of community cohesion so as to enhance pupils' understanding of cultures other than their own.
- Raise the quality of teaching from satisfactory to good by:
  - adapting activities more effectively to cater for pupils of different ages and abilities
  - improving the organisation and pace of lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Most children's skills on entry to their Reception Year are broadly typical for their age and pupils' overall attainment at the end of Year 6 is also broadly average. Pupils have positive attitudes towards school and each other and they enjoy learning. Attendance levels are above average. Pupils settle well at the start of lessons, listen carefully to teachers and collaborate effectively when working in groups. They take pride in the presentation of their work and behave well even when they do not fully understand activities or complete their work quickly. Pupils' well-developed skills in reading support their learning effectively and they use information and communication technology confidently. Their good-quality artwork enhances the learning environment as does the tunefulness of their singing. The achievement of different groups of pupils, including those with special educational needs and/or disabilities, is satisfactory largely because the work provided is not always sufficiently precisely adapted according to their different abilities and needs, to promote good progress. Pupils' written work includes persistent inaccuracies in spelling and grammar, and there is little evidence of sustained writing at length. Pupils say that they find teachers' marking helpful. They are less certain about how to gauge the quality of their work for themselves and to think independently about how to improve it.

Pupils are very proud of gaining the Green Flag award and they eagerly help to grow the vegetables that enhance the popular school dinners. They develop imaginative ideas to save energy, such as running green ribbons from switches to lights as a reminder to turn them off. Pupils play energetically outdoors and take keen part in sporting activities both in lessons and after school, including local tournaments. Even the youngest understand the effect of exercise on the body. Pupils feel safe in school and consider that it is a friendly place to be. Those of different ages mix well, with older pupils showing good levels of care for younger ones. Pupils can clearly distinguish between right and wrong, and they show empathy for those less fortunate than themselves. They are tolerant of each other's differences but their understanding of the cultures and beliefs of others in our multicultural society is at an early stage of development.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Good-quality relationships and effective behaviour management mean that lessons run smoothly. Teachers clarify the objective of each lesson and, through pertinent questioning, encourage pupils to build on their prior learning. They use interactive whiteboards suitably to provide visual clues and added interest. Teaching assistants offer helpful support to those with special educational needs and/or disabilities although they are not always used to best effect in the whole-group input at the start of lessons. Lesson plans identify different activities for those of different ability and teachers explain them clearly but the activities do not always provide the right level of challenge for each pupil. The organisation of the activities is not always sufficiently well thought through to ensure that the lesson moves at a good pace and pupils have the right amount of time to work independently. Marking has improved recently, providing some focused pointers for improvement, but there is no evidence in pupils' books that they are encouraged to identify for themselves how they could do better.

The curriculum provides suitable coverage of all areas, with a strength in the provision to support pupils' personal and emotional development. Regular review ensures that

<sup>1</sup> 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 in the mixed-age classes do not repeat or miss out on required elements. However, the provision is not always adapted sufficiently precisely to enable those of different abilities to make good progress. Increased use of the outdoors and topic-based learning, combined with a good range of visits to places of interest, bring learning to life for pupils. Improvements to the curriculum for mathematics are leading to rising attainment levels in this subject. The good levels of care that staff offer pupils mean that they feel well known as individuals and are confident to approach staff with any concerns. Good-quality support to help pupils move between year groups or on to secondary school underpins their self-confidence and happiness in school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Satisfactory leadership and management by senior staff and those with subject responsibilities ensure that the school runs smoothly and pupils enjoy their time there. The school's development planning is soundly based on a statement of the current situation, closely linked to resources and contains success criteria. School and subject leaders regularly monitor all aspects of school life but the analysis of the outcomes of this monitoring lack sufficient precision to embed ambition and drive forward improvement at a more than satisfactory rate. The governing body is well organised and having a positive impact through holding the school to increasingly rigorous account for pupils' progress. Good arrangements ensure the safeguarding of pupils from harm, with careful recruitment procedures, clear responsibilities and up-to-date training and policies. The school promotes equality of opportunity well. All pupils are fully included and consistent, sensitive support for pupils with emotional difficulties has had a marked impact on their relationships with others and willingness to engage in activities. Parents and carers are supportive of the school and attend a wide range of workshops and events to help support their children's learning. Their views have recently led to the introduction of homework diaries and out-of-school activities for younger pupils. Good sharing of expertise, training and resources with local schools enriches the provision for pupils. The school takes part in local events, supports a child in Senegal and some pupils correspond with French pen pals. However, there is room for improvement in the school's promotion of community cohesion in order to enhance pupils' appreciation and understanding of other cultures.

*These are the grades for leadership and management*

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

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

## Early Years Foundation Stage

In the happy, nurturing environment of Class 1, children settle well and make good progress so that by the time they join Year 1 the great majority have acquired skills beyond those expected for their age. Over the past three years, in response to good-quality leadership and teamwork among staff, the rate of children's progress has increased and the quality of their learning outdoors has improved. Activities are carefully planned according to children's needs so that, for example, in the most recent year they made the greatest progress in calculation and linking letters to sounds which were relatively weaker areas when they joined the school. However, as the school has identified, children's writing skills tend to lag slightly behind those in the other areas of learning. Children enjoy their time in Reception. Even those who are very new to the school have the confidence to express their thoughts and to experiment with the exciting resources both indoors and outside. Staff carefully record individuals' development of skills but seldom identify on the observations the next steps that they might take. Staff work closely with parents and carers to provide consistency for the children. Parents and carers talk about their different jobs as 'People who help us,' and make entries in children's home–school diaries, which some children add to themselves at considerable length by the end of the year.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most parents and carers who responded to the questionnaire, of whom one third have more than one child in school, express positive views about Calveley. They particularly commend its community feel and teachers' hard work and dedication. Typical of their comments is, 'My child loves attending every day.' Most consider that their children are making enough progress at the school but a few express concerns about the split year groups and some lack of challenge for pupils. The inspectors discussed with the school's leaders any specific areas of concern raised in the questionnaires. Parents' and carers' views are broadly similar to those of the inspection team.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Calveley 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 101 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	62	14	36	0	0	0	0
The school keeps my child safe	26	67	12	31	1	3	0	0
The school informs me about my child's progress	17	44	22	56	0	0	0	0
My child is making enough progress at this school	11	28	24	62	1	3	0	0
The teaching is good at this school	18	46	19	49	0	0	0	0
The school helps me to support my child's learning	13	33	26	67	0	0	0	0
The school helps my child to have a healthy lifestyle	18	46	20	51	1	3	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)	14	36	20	51	1	3	0	0
The school meets my child's particular needs	14	36	21	54	1	3	0	0
The school deals effectively with unacceptable behaviour	16	41	18	46	1	3	0	0
The school takes account of my suggestions and concerns	14	36	23	59	0	0	0	0
The school is led and managed effectively	15	38	20	51	0	0	0	0
Overall, I am happy with my child's experience at this school	22	56	16	41	0	0	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 September 2010

Dear Pupils

Inspection of Calveley Primary School, Tarporley, CW6 9LE

Thank you for being so welcoming to the inspectors when we visited your school recently. Talking with you helped us to understand what it is like to be a pupil at Calveley. It is clear that you enjoy being at school, find other pupils friendly and appreciate how well all the staff look after you.

Yours is a satisfactory school. It is particularly successful at helping you to adopt healthy lifestyles. I was very impressed by your growing of vegetables and by how active you all are. I also liked your green ribbons on the light switches! The adults help you to develop self-confidence and a mature understanding about the importance of caring for others. You behave well and understand how to keep yourselves safe. Children in Reception have a good start to their learning.

The teachers take care to plan interesting things for you to do but the activities are sometimes too hard for some of you or too easy for others. This means that the overall progress that pupils make throughout the school is satisfactory. We have suggested to the leaders and teachers that, when they plan ways to help you improve your work, they make better use of the information that they have about what you can already do. We also think that they could give you more opportunities to improve your writing, so that it becomes as good as your reading, and to think more for yourselves about how you could improve your work. Finally, we have asked the leaders to help you develop a better understanding about the beliefs and ways of living of people who belong to different cultures from your own.

Congratulations on your good attendance, your Green Flag and your Activemark, and best wishes for the future.

Yours sincerely

Sarah Drake

Lead inspector

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