

Cadland Primary School

Whitefield Road, Holbury, SO45 2HW

Inspection dates

16–17 January 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Cadland is an improving school. Since the last inspection, a range of very carefully planned changes have improved the overall quality of teaching and learning.
- As a result, pupils' progress has significantly improved. All pupils are now making at least the progress expected nationally. A very sizeable proportion makes even better progress.
- Achievement is good. In last year's end of Year 6 national assessments, pupils reached above average standards in reading, and average standards in writing and mathematics from below average starting points.
- Those pupils who are most disadvantaged are making particularly good progress. Any gaps in performance are rapidly closed.
- The school has introduced rigorous checks on learning which provide a clear picture of pupils' progress.
- Some teaching is outstanding. At its best it engages pupils' attention completely, through an exciting, well-planned, curriculum.
- Pupils' behaviour is good. Safeguarding arrangements enable pupils to feel safe at all times of the day.
- The headteacher provides strong and sensitive leadership. Very good teamwork is supporting the school's development well.
- Senior leaders are working cohesively to lift the quality of teaching to outstanding. They are moving towards this goal systematically and with determination.

It is not yet an outstanding school because:

- Achievement in writing, especially that of the more able pupils, is not as strong as their achievement in other areas.
- Governors' visits are not arranged methodically in order to check on how much progress the school is making in its efforts to improve.

Information about this inspection

- Inspectors observed 23 lessons, or parts of lessons, taught by 14 teachers.
- They met with groups of pupils, members of the governing body and members of staff.
- The lead inspector held a discussion with a representative of the local authority and met with him at the feedback at the end of the inspection.
- Inspectors looked at pupils' work, and heard pupils read from different year groups.
- Inspectors took account of the 28 responses to the online Parent View survey and held discussions with parents and carers in the playground before school, on the telephone and in a meeting.
- Documentation studied included: the school's self-checks on its work; the school development plan; reports from external consultants; the school's records on pupils' attainment and progress; reports on pupils with special educational needs; and documents relating to safeguarding and child protection. Inspectors also looked at the governing body minutes.

Inspection team

David Marshall, Lead inspector

Additional inspector

Penelope Orme

Additional inspector

Nicholas Capron

Additional inspector

Full report

Information about this school

- Cadland is an above-average sized primary school serving a suburban area near a large coastal town.
- The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for pupil premium (which provides funding for children in local authority care, children from service families and pupils known to be eligible for free school meals) is around a quarter of those on roll and above the national average.
- An above average number of pupils need extra help, mostly because of speech, language and communication difficulties. The proportions supported at school action level and at school action plus are above average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.
- No pupils at this school attend alternative provision.
- There have been a large number of staff changes in the last two years. Two teachers had been in the school for just a week at the time of the inspection.

What does the school need to do to improve further?

- Ensure that all pupils, especially those who are more able, make the best possible progress in writing, and achieve the same standards as in reading, by:
 - ensuring all teachers consistently implement their shared plans
 - enabling pupils to become more independent in their learning as they move through the school
 - focusing on how well pupils present their work.
- Use the governors' current systems to establish a range of visits to check that planned actions are taking place and pupils are making better progress.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception classes with skills and abilities that are generally at below the levels expected for their age, particularly in their language development. For some children this is also the case for their emotional and social development.
- All children, including those who have special educational needs, make good progress in the Early Years Foundation Stage and many now reach at least expected levels in some areas by the time they move into Key Stage 1. Literacy and numeracy levels remain slightly lower than in other areas. The clear focus ensures that quick gains are made in children's social and emotional development.
- Achievement in reading across the school is consistently good because pupils' reading skills are built systematically year on year through daily, early morning, sessions that all pupils thoroughly enjoy. Phonic skills (linking letters and sounds) are well taught in Reception and Key Stage 1. By the end of Year 2, pupils tackle unfamiliar words confidently and read with fluency and expression. Their attainment, as shown by the national phonics check, is above average.
- Pupils continue to make good, but varied, progress in all subjects throughout the school, which results in broadly average attainment at the end of Year 6.
- Disabled pupils and those with special educational needs are supported well in this inclusive school by teaching assistants and make similarly good progress to other pupils.
- Pupils who are known to be eligible for the pupil premium, including those eligible for free school meals, make good progress. Additional staffing to support these pupils with individual and group activities has led to a significant improvement in their achievement. Their average point scores, as recorded in national assessments, were in line with, and generally above, those recorded for other pupils.

The quality of teaching is good

- Teaching is almost always good, and sometimes outstanding. The majority of teachers are good at making sure pupils' work is interesting. For example, in an outstanding lesson in Year 6, pupils found the difference between decimal numbers by working out the pay for Legionnaires and Auxiliaries in the Roman army. In a lesson in Year 2, pupils were excited to use information technology resources in their 'X Factor' activities when adding numbers in their time topic.
- The large majority of parents and carers were very happy with the quality of teaching at the school and thought that their children made good progress. Pupils thought that the lessons were fun and their teachers were good.
- Teaching in the Early Years Foundation Stage is good overall, and often outstanding. In a particularly good language session the teacher played a game with pupils, making them choose the ingredients for an exotic sandwich. She skilfully changed the range of sounds to make it harder or easier, and when needed introduced the idea of making a longer word or phrase to challenge the more able children.
- From the Reception classes through to Year 2 pupils begin to become independent learners and take responsibility for their own progress well. However, this progress slows in lower Key Stage 2, only to accelerate very well at the top of the school in Years 5 and 6, where pupils are very clear about their targets and how to make their work better.
- Teaching assistants generally work well with small groups and individuals, prompting and questioning, and making sure pupils are learning well.
- Across the school, when teachers introduce lessons, they tell pupils what they are trying to learn and what they themselves will be looking for. The group work that follows is planned well. In an outstanding lesson for the more able pupils in Year 5, they could not wait to add

their exciting adverbs and took great care over the presentation of their work. However, this approach is not consistently applied across the school.

The behaviour and safety of pupils are good

- Pupils are positive about the way the school looks after them and helps them feel and stay safe. They say that behaviour is usually good and it is rare for any disruption to lessons to occur. The vast majority of parents and carers who responded to Parent View feel their children are safe and a large majority agree that behaviour is good.
- A very small minority of parents and carers were concerned about the way bullying is dealt with. Pupils have a good understanding of the different types of bullying including cyber bullying and discrimination-based bullying. They say that very little bullying takes place and any that does occur is dealt with quickly and effectively by the adults.
- The school has a calm and orderly atmosphere. This is seen especially during break and lunchtimes where pupils often sit talking quietly with their friends. All pupils paid tribute to the contribution that their well-trained play leaders make.
- Teachers have high expectations of how pupils should behave and the generally consistent strategies for ensuring good behaviour which are based securely upon praise. This ensures the good behaviour that is a key feature of all the good learning taking place.
- Pupils' good attitudes to learning support the accelerating progress being made and the clear improvements that are taking place. Attendance has improved in the last two years due to the effective strategies in place to encourage parents and carers to make sure that pupils are in school.

The leadership and management are good

- The very experienced headteacher has a clear and ambitious vision of how the school can improve further and shares this very effectively with senior leaders, staff and governors. The regular and thorough checks on the effectiveness of teaching enable the good use of coaching and mentoring to develop the skills of all staff. The headteacher is making well informed decisions about teachers rising up the salary scale on the basis of these checks.
- Teachers at the start of their career are supported very well and given many opportunities to learn from more experienced teachers.
- The curriculum is well planned to include opportunities that encourage pupils to be creative and imaginative, in addition to very systematic and structured teaching of reading and mathematics. It makes a strong contribution to pupils' spiritual, moral, social and cultural development. The school's provision for music is particularly strong.
- The school takes all reasonable steps to make sure that pupils are safe. Good attention is given to child protection. Procedures are robust and firmly established, with up-to-date safeguarding and child-protection training for staff and governors.
- Robust systems for recording and analysing data on the performance of individual pupils are in place. The information is used well to ensure equality of opportunity and monitor the progress of pupils whose circumstances make them vulnerable and to identify those who need additional support. Targets for individual pupils are linked to the performance management targets of teachers and to show trends in improvement.
- The school has an accurate view of its strengths and weaknesses. Areas for improvement from the previous report have been addressed very well and the slight drop in standards of two years ago has been tackled through well-targeted actions to improve the quality of teaching. This indicates a secure capacity to improve further.
- The local authority has provided helpful support to the school and governors since the last inspection. The support now is suitably light touch, as the local authority has confidence in the school's ability to carry on improving.

■ **The governance of the school:**

- The very effective governing body provides clear direction to the work of the school. It holds the school to account in a challenging but supportive manner by asking probing questions when presented with documents and reports. It regularly scrutinises the school's work by analysing the performance of pupils and how this compares with achievement nationally.
 - Although governors know the school well, there are missed opportunities as governors' visits are not scheduled regularly for them to make their best contribution through a focused monitoring of initiatives.
 - Governors have a good knowledge of the school budget, and ensure that pupil premium funding is spent effectively on one-to-one discussions or additional support in lessons for these pupils. Their involvement in performance management underpins the school's strong capacity for further improvement.
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What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 134734 |
| Local authority | Hampshire |
| Inspection number | 402633 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 350 |
| Appropriate authority | The governing body |
| Chair | Phil Ingram |
| Headteacher | David Mewes |
| Date of previous school inspection | 12 May 2010 |
| Telephone number | 02380 892341 |
| Fax number | 02380 891459 |
| Email address | headteacher@cadland.hants.sch.uk |

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