

Cadland Primary School

Inspection report

Unique Reference Number	134734
Local Authority	Hampshire
Inspection number	295469
Inspection dates	9–10 July 2007
Reporting inspector	Michael Pye

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 on roll	
School	370
Appropriate authority	The governing body
Chair	Mrs Helen Wilson/Mrs Leslie Sinfield
Headteacher	Mr David Mewes
Date of previous school inspection	Not previously inspected
School address	Whitefield Road Holbury SO45 2HW
Telephone number	023 8089 2341
Fax number	023 8089 1459

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school was opened in September 2005 as the result of the amalgamation of an infant and junior school. It is a larger than normal primary school. Most pupils are of White British heritage and come from a range of social and economic backgrounds. The numbers of pupils entitled to free school meals is above average. There are above average numbers of pupils with learning difficulties and disabilities, and one pupil has a statement of special educational need. The school is working towards the Healthy School Award and is an Investors in People organisation.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school provides a good education for its pupils.

Very good leadership by the headteacher has resulted in pupils remaining the focus of the school's work during the recent changes. Leadership and management are good. The development of the school during the amalgamation and to date has been successful because of the excellent levels of monitoring and evaluation for teaching and the progress made by pupils. For example, careful analysis has led to the successful revision of its methods for the teaching of reading and more investigative approaches to science. Standards have risen in both areas and this provides two good examples of the impact of leadership. There is a good capacity to improve.

Pupils thoroughly enjoy their education, with one boy chorusing, 'Wow, look at this!' on seeing the next stage of the lesson. The teachers make learning 'fun' said another, and all pupils in the reading programme were excited and motivated as they learnt new sounds and words. Teaching is good. Pupils also benefit from some outstanding lessons where pupils react positively to knowledgeable teachers who use a wide variety of activities to challenge pupils and to the very quick pace. However in marking and in some lessons, teachers miss opportunities to reinforce pupils' learning targets.

In the 2006 national tests for seven year olds, standards in literacy were well below average, and science was well below average by the end of Year 6. More rigorous tracking of pupils' progress was introduced, and the role of senior managers extended. These measures successfully ensured that pupils' progress was continuously reviewed, and that teachers were interviewed about the performance of their pupils. Standards now are broadly average. Given the low starting points of these pupils, particularly regarding their literacy levels, they are achieving well. Whilst standards in writing have improved this year, the school realises the need for further development. In particular, a more accurate identification of where other subjects, such as history, can support literacy is required. The children achieve well in the Foundation Stage. This is a consequence of good teaching and a curriculum that challenges the pupils well.

The personal development and well-being of pupils are good. Their contribution to the community is outstanding, with pupils eager to participate in the school council, and all given the opportunity to take part in school productions. Care, support and guidance of pupils is good. Pupils have literacy and numeracy targets although many are not fully aware of them or how to use them to improve their work. The school has developed some outstanding links with outside bodies which contribute very well to pupils' learning. Links with the local oil refinery and a farm leads to innovative units of work, whilst in Spanish, and sport lessons, the pupils benefit from specialist teachers from the local secondary school. These enhance well the good curriculum provided for pupils.

What the school should do to improve further

- Improve standards in writing, particularly in Years 1 and 2, through identifying more closely where all subjects can support pupils' skills.
- Ensure that teachers maximise opportunities within lessons, and in their marking, to reinforce the pupils' knowledge and use of learning targets.

Achievement and standards

Grade: 2

Children enter the Foundation Stage with weaknesses in communication and aspects of literacy. They make good progress and currently children are on course to leave Reception having, for the first time, exceeded most of their early learning goals. Some aspects of literacy remain weak.

In the 2006 tests for seven year olds literacy standards overall were well below average, and average in mathematics. At the end of Year 6 standards were broadly average in English and mathematics, and well below in science. The parents who expressed concern were correct; for many pupils achievement was unsatisfactory.

In response to these results the school introduced, amongst other things, a rigorous reading programme, and tracking systems that help the school to identify those pupils requiring additional support. The focus on literacy and numeracy has had a positive impact, particularly in reading. Standards, by the end of Years 2 and 6 are now broadly average. For these pupils, including those with learning difficulties and disabilities, this reflects good achievement. Standards in writing are improving but remain below average by the end of Year 2. Pupils in Year 6 are on target to attain standards that are above average in mathematics. Average standards in science reflect the successful impact of the school's work in developing investigative skills.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, and cultural development is good. Their social development is excellent. The pupils benefit extremely well from the numerous opportunities they have to work together, to share residential experiences, and all participate in the numerous school concerts. All aspects are strongly supported by assemblies and a comprehensive programme of personal, health and social education. Pupils say that they really enjoy school and their positive attitudes undoubtedly contribute to the good achievement levels. Pupils behave well, although a small number of parents expressed concerns about the behaviour of a minority of pupils outside of lessons. The school is taking steps to address these issues. Pupils contribute exceptionally well to the life of the school. School council members enthuse about their roles and responsibilities and their successes. Pupils have a good understanding about healthy lifestyles and how to stay safe. Their economic awareness is satisfactorily developed by visiting speakers from the world of work and through visits to a local farm. The school has yet to develop adequately a system of assessment in information and communication technology.

Quality of provision

Teaching and learning

Grade: 2

The school rightly judges its teaching and learning to be good. Rigorous and effective monitoring has resulted in a greater consistency of good practice and rising standards. Teachers have high expectations and are very good at matching tasks to pupils' capabilities. Lessons are well structured and move at a brisk pace, particularly in the reading programme classes. Teachers plan a range of interesting and stimulating activities which engage and meet well the different learning styles of pupils. Pupils react enthusiastically and responsibly when expected to work

independently or in collaboration with others. The excellent relationships result in an enjoyable learning environment. Pupils respond by being well motivated and are very keen to take part in class discussions. In their marking and in lessons teachers do not sufficiently refer to pupils' targets, and how they can use them to improve their work.

Curriculum and other activities

Grade: 2

The school offers a good curriculum. Improvements are taking place and it is increasingly meeting the needs of all pupils, and the needs of the locality. Older pupils are well motivated by their topic work based around the local strawberry farm. Their recent visit inspired some literacy work of very high quality. The school takes full advantage of the nearby New Forest and the adjacent oil refinery, and consequently pupils learn well about different environmental issues. Whilst the reading programme is successful, provision for writing is a weakness, partly because there is insufficient support for literacy skills in the foundation subjects. Pupils' learning is further enhanced by some strong provision in music. All pupils learn the recorder, and have further opportunities to learn piano, guitar and the steel pan. There is a good, wide range of after-school clubs on offer, including choir and various sports activities. Dance and drama groups perform at outside venues. The desire to be inclusive has given rise to a number of initiatives to enhance pupils' self esteem. These include parent support sessions and, where required, individual plans for pupils' emotional development.

Care, guidance and support

Grade: 2

The pupils are settled, happy, and feel that the adults care for them well. Parents are supportive of the school, and appreciate the excellent links the school has with outside agencies which support them and their children. Pupils know who they can go to if they have a problem. Unlike a few parents, pupils say that they feel safe, secure, that behaviour is good, and that if an incident occurs then it is dealt with quickly by the school. The provision for pupils with learning difficulties and disabilities is good. The school has improved its academic guidance and support for pupils; detailed tracking enables the early identification of pupils requiring additional support, and appropriate intervention takes place. Pupils are set targets in English and mathematics, but not all know them or how to use them to improve their work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher gives a very clear direction to school improvement. The experienced deputy head and other senior leaders contribute well to very effective monitoring. Their accurate evaluation of what needed to change after the 2006 national test results has brought rapid improvement in mathematics and science standards at the end of Year 6, and in reading at the end of Year 2. A significant aspect has been the introduction of the new reading programme in Years 1 to 3. This has been extremely well monitored and allows the school to teach reading and phonics in mixed-age ability groups which are frequently changed to meet the needs of the pupils. This is having a positive effect on reading standards, but it is too early to have had a full impact in writing. In this, as well as during the pupils' learning journey lessons, use of the teaching assistants is excellent. Training

has taken place and they work skilfully with various small groups, leading the learning, and assessing progress alongside teachers and managers.

The support of the governing body is satisfactory. A more focused visiting programme would enable them to gather further information that would allow them to raise more questions of the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

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 disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 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.

Annex A

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 performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

19 July 2007

Dear Pupils

Inspection of Cadland Primary School, Holbury, SO45 2HW

Thank you for welcoming us into your school; we listened very carefully to what you had to say.

We agree with you that your school is good. There are some things that we believe it does very well. The school provides you with an excellent variety of opportunities to take part in the community. For example, you all appear in school concerts, want to take part in your school council, and some of you take part in drama and dance outside of the school. The way you work together is also excellent - you help each other out and talk sensibly about your work. You answered questions that showed us that you have a good idea about how to stay safe and keep healthy. Well done!

You also told us how much you like school, and particularly the good things you have to do in lessons. We agree that the teaching is good. Your standards of work are improving. You benefit extremely well from the work of the teaching assistants. The reading lessons, especially how fast you are expected to work during them, are very good. You obviously enjoy learning new things. You behave well and want to do your best. This helps to make sure that you make good progress in your work - keep it up!

The school is well run by the adults. For example, the change from two schools into one has been well planned. It has taken place with little upset for you, the pupils. The adults have a very wide range of people outside of the school which they can contact to help you. Your parents also felt that this was very good. We have asked the school to do two things.

- Improve your work in writing by making sure that in all of your lessons you get opportunities to practise your writing.
- That your teachers remind you more often about your learning targets and how you can use them to improve your work.

Thank you again for your welcome. I wish you all the very best for the future.

Yours faithfully,

Michael Pye
Lead inspector