

Cadland Primary School

Inspection report

Unique Reference Number	134734
Local Authority	Hampshire
Inspection number	341518
Inspection dates	11–12 May 2010
Reporting inspector	David Shears

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

The registered childcare provision, 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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Helen Wilson
Headteacher	David Mewes
Date of previous school inspection	9 July 2007
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Age group	4–11
Inspection dates	11–12 May 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, saw 11 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at policies, planning, assessment data and pupils' work. They analysed the questionnaires returned by 158 parents and carers, 99 pupils and 23 members of staff.

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

- the quality of learning for all pupils, particularly in writing, the level of challenge for more able pupils and the support for pupils with special educational needs and/or disabilities
- how successfully the school is improving attendance
- how well leaders and managers at all levels address the needs of pupils to bring about improved progress
- how effectively target setting is used to drive up attainment.

Information about the school

Cadland is larger than average. The overwhelming majority of pupils are from a White British background. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. Their needs are predominantly moderate learning difficulties. Early Years Foundation Stage provision is made up of two Reception classes. A Children's Centre, run by the governing body, is available to support families and the community, and a nursery that is externally managed also shares the site. The school has gained Healthy School status.

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

Children arrive in the Reception classes with skills and knowledge that are lower than the expected level in communication, language and literacy but broadly at the expected level in all other areas. They settle well and make good progress in the Early Years Foundation Stage, so that by the time they enter Year 1, their communication, language and literacy skills match those in other areas of learning. During Years 1 to 6, progress is satisfactory in English and mathematics so that by the end of Year 6, pupils attain broadly average standards. However, progress in science although satisfactory overall is inconsistent, resulting in pupils' achieving less well than in other core subjects.

Although good teaching was observed during the inspection, this is inconsistent so that pupils do not always make the progress of which they are capable. In a minority of lessons more-able pupils are not sufficiently challenged to reach the higher levels and occasionally not all teaching assistants are being used effectively enough in lessons to ensure that pupils with special educational needs and/or disabilities make good progress.

The school is a happy place where much emphasis is put on the pastoral care of pupils. As a result, their experience and understanding of safety, together with their healthy lifestyles, are outstanding. For example, when offering a drink to an inspector, a Reception child asserted that 'water is much better for you to drink than lemonade'.

Senior leaders have a passion for the care of pupils and their families, and the work done by both the Children's Centre and the main school ensures that pupils with circumstances that make them vulnerable make good progress in their attitude towards school, their behaviour and their self-esteem. There is a strong emphasis on the school being a vibrant community, and pupils have a good understanding of the rights and responsibilities both of themselves and others. Pupils make a good contribution by working with the school to identify areas to improve, and the school ensures that these are followed through, such as the refurbishment of the pupils' toilets. Pupils care well for each other, with older pupils looking after younger children. The good community cohesion extends further to the local and national areas such as through positive links with faith groups and support for international charities, for example UNICEF. This has a big impact on pupils' spiritual, moral, social and cultural development, which is outstanding.

Senior leaders have a clear understanding of strengths and weaknesses, particularly in English. They have identified groups of pupils that need intervention work in their reading skills and there is evidence to show that they are making good progress, which is having a positive impact on their writing skills. Teachers' assessments show that

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standards in English at the end of Year 6 are likely to rise this year, albeit still within the average range. Standards in mathematics are also rising overall and the school plans to improve this through intervention work for similar groups of pupils in mathematics. Together this demonstrates the school's satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise attainment and improve progress in science, particularly in Years 3 to 6 by:
 - ensuring sufficient time is allocated to teaching the subject
 - rigorously monitoring the quality of teaching and learning
 - setting measurable targets to demonstrate improved attainment.
- Enable more-able pupils and those with special educational needs and/or disabilities to make good progress by ensuring that:
 - all lessons give opportunities for extended challenges for more-able pupils
 - all teaching assistants are used more effectively in lessons to meet the needs of pupils with special educational needs and/or disabilities.
- Improve the effectiveness of leadership and management by:
 - raising expectations of pupils' progress through setting challenging targets
 - developing the role of middle managers to effectively monitor and evaluate their subjects.

Outcomes for individuals and groups of pupils

3

Pupils begin school well, making good progress in the Early Years Foundation Stage. In particular, they make accelerated progress in communication, language and literacy and are well prepared for the future. However, in Years 1 to 6, the pace of learning slows and pupils make satisfactory progress. In particular, more-able pupils do not make good progress because they are not always fully challenged in lessons either orally in teaching sessions or in their written work. Similarly, pupils with special educational needs and/or disabilities make only satisfactory gains in their learning because teaching assistants are not consistently deployed to meet their needs successfully in lessons. Standards in English and mathematics are now rising, although science remains below average as a result of the subject being under emphasised.

Pupils generally behave well both in lessons and on the playground, although the school recognises that for a small minority this can be a challenge. Nevertheless, the school's clear guidelines ensure that any poor behaviour is managed well and this is leading to fewer exclusions. Attendance is improving and is now broadly average because there are clear strategies to ensure that pupils are in school regularly, such as first day calling for all unexplained absences. A very small minority are late for school and this is monitored rigorously. However, the rate of persistent absence is still higher than the national average. This, coupled with the satisfactory academic progress of pupils, ensures that they make satisfactory gains in their future economic well-being.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching varies across the school from satisfactory to outstanding. In all lessons there are positive relationships between staff and pupils, which results in pupils having a good attitude to their work and school in general. Teachers use information technology well to support their teaching and all make sure that pupils understand what they are going to learn in lessons. There are good opportunities for pupils to talk with each other about their learning and the majority of teachers give clear explanations. Most pupils have targets in English and, to a lesser extent, in mathematics, although these are not consistently referred to and used in lessons. Marking and ongoing assessment is inconsistent. When it is good, pupils are given positive feedback about the strengths in their work and shown the next steps they need to take in order to improve further.

Both staff and pupils are very enthusiastic about the new creative curriculum that breathes life and enjoyment into learning. Teachers plan interesting lessons, such as younger pupils going into a 'time machine' to travel back in history to find out about special events in the past. These are linked well with the practising of writing skills.

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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Activities are chosen to motivate pupils, although these are not consistently matched to their abilities, particularly in science, which slows progress. In particular, there is not enough focus on science. Most notably there is insufficient time is given to teaching and monitoring, and targets to show pupils how to make improvements are not always clear enough.

There are many opportunities for extended learning, such as playing a variety of instruments in music. There are many popular extra-curricular activities and the opportunity to participate in day and residential trips.

The care of pupils for whom circumstances make them vulnerable is good. The school works effectively with outside agencies to ensure that the provision for these pupils meets their individual needs, enabling them to make good personal progress. This is beginning to have an impact on their academic progress as they grow in confidence.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders correctly identify areas in which the school needs to improve and have put in measures to help address these, satisfactorily embedding ambition among staff and pupils. In particular, leaders have successfully focused on improving attainment in English and mathematics through better monitoring and now recognise the need to increase the effectiveness of such activities in science. Tracking of pupil progress is comprehensive, ensuring that pupils who do not make sufficient progress are given further support, although targets do not give sufficient challenge. Senior leaders monitor the quality of teaching carefully, although the recording of strengths and areas to develop is not robust enough to demonstrate their effectiveness. The school rightly plans to strengthen the role of middle managers to improve the impact of monitoring and evaluation, particularly in science where monitoring has yet to identify the reasons for pupils' performance being less successful than in English and mathematics.

Governors are enthusiastic and supportive of the school. They have a working knowledge of data and are beginning to provide suitable challenge. Although the governors have a positive relationship with parents, they are not proactive enough in seeking their views. The school has good procedures in place to ensure the safety of pupils, including child protection and risk assessments. In particular, the quality and range of health and safety arrangements is very comprehensive. The school promotes equal opportunities satisfactorily overall but whilst pupils do achieve satisfactorily there

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are a small minority of occasions when some more-able pupils and those with special educational needs and/or disabilities do not consistently achieve their potential. Any discrimination is tackled effectively. The care of pupils is a strength of leadership and management, within the context of an inclusive community that extends beyond the school. There is a good understanding of community cohesion that engages pupils and helps them to respect and care for those of different faiths and cultures.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle well into the Early Years Foundation Stage because there are good links with pre-school providers to provide an easy transition into school. Partnerships with parents are very positive and children soon feel at home in a stimulating and welcoming learning environment. The teaching of key skills, particularly in communication, language and literacy and in numeracy, is a strength of the Early Years curriculum. As a result of the good indoor provision, children make good progress. They enjoy school and learn to work well both on their own and with other children. Assessment is thorough and accurate, ensuring that planning reflects their next steps in learning. Results are analysed to check the progress of different groups such as gender, ability groups and ethnicity, demonstrating the setting's good leadership.

Although the indoor environment supports learning well, there is insufficient independent access to the outdoor area so that children can choose where they wish to learn. The outdoor provision needs further development to bring it up to the good quality of the classroom environment.

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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

Most parents and carers who responded to the questionnaire were positive in their views of the school. A few had concerns about the school dealing with unacceptable behaviour. However, the inspectors noted that the behaviour of almost all pupils was good and where this lapsed, it was managed well. A very small minority of parents were concerned that their views were not considered. The inspectors found that there were a number of opportunities for parents to give their views, and examples of where the school had responded well, such as the introduction of sports clubs for Key Stage 1 pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cadland 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 158 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	35	87	55	14	9	0	0
The school keeps my child safe	61	39	94	59	2	1	0	0
The school informs me about my child's progress	64	41	83	53	11	7	0	0
My child is making enough progress at this school	59	37	84	53	12	8	1	1
The teaching is good at this school	60	38	89	56	7	4	0	0
The school helps me to support my child's learning	51	32	93	59	11	7	0	0
The school helps my child to have a healthy lifestyle	55	35	89	56	13	8	1	1
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)	39	25	98	62	10	6	1	1
The school meets my child's particular needs	47	30	93	59	15	9	0	0
The school deals effectively with unacceptable behaviour	34	22	87	55	23	15	7	4
The school takes account of my suggestions and concerns	36	23	95	60	18	11	2	1
The school is led and managed effectively	43	27	89	56	10	6	5	3
Overall, I am happy with my child's experience at this school	62	39	83	53	10	6	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.



13 May 2010

Dear Pupils

Inspection of Cadland Primary School, Southampton SO45 2HW

Thank you for welcoming us so warmly to your school recently. We all thoroughly enjoyed meeting you all and watching you learn and play together.

You told us that you enjoy school and we can see why. Your teachers like to make lessons fun and interesting and there are many exciting activities to do. We were very impressed with the way you behaved both in school and at playtime. It is clear that you are very proud of your school.

We also liked the way you all work together for the good of everyone, not just in the school but also in the local community. You have a really clear understanding of other people's cultures and faiths. We know that you feel very safe in school and have a good understanding of how to live healthy lives. Well done!

We think that your school is satisfactory. This is because you are all making satisfactory progress most of the time, although the youngest children make good progress in the Reception classes. We want your headteacher and teachers to make sure that they are giving you work that is going to help you to make better progress. We would like to see those who find work easy being given more challenging work, and good support for those who sometimes find it difficult. We particularly want you to get much better results in science. We have also asked that your teachers get better at monitoring and evaluating how well you are doing in all subjects. You can help by letting teachers know if you are finding the work too easy or too hard so that they can give you work that is just right for you.

Thank you for a very special two days with you. We wish you all the very best for the future.

Yours sincerely

David Shears

Lead inspector

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