

Cecil Road Primary & Nursery School

Ofsted Report 2011

Inspection Dates: 14-15 September 2011

Reporting Inspector: Michelle Winter, HMI

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Seventeen lessons were observed, all teachers were observed and all teachers were seen. Meetings were held with pupils, staff and the Chair of the Governing Body. They observed the school's work and looked at the school's self-evaluation, its development plans and records of pupil achievement as well as 189 parental questionnaires. Pupils' and staff surveys were also scrutinised.

The Inspection Team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- The quality of teaching and learning in writing;
- The progress and attainment of significant groups in the school, including boys and all ethnic groups;
- The quality of support and provision for pupils with special educational needs and/or disabilities;
- The quality of provision, leadership and outcomes for children in the Early Years Foundation Stage.

Information about the School

This is a larger than average primary school with a 90 place Nursery. It has a stable school population. A high proportion of pupils are from minority ethnic backgrounds with many speaking a first language other than English. The proportion of pupils with special educational needs and/or disabilities is broadly average, fewer than average pupils have Statements for their special needs.

Achievements and Successes from the Ofsted Report October 2011

Summary of Inspection Judgements and Extracts from the Evaluation Schedule

Overall Effectiveness and How Good is the School?

Outcomes for individuals and groups of pupils and the school's capacity for sustained improvement are at least satisfactory to good as are all other aspects of provision. The effectiveness with which the school promotes equal opportunity and tackles discrimination and the effectiveness of safeguarding procedures are at least good.

The School's Capacity for Sustained Improvement

Action to overcome weaknesses in teaching, other provisions and outcomes has been concerted and effective. Performance in key areas has crossed a grade boundary or has consolidated and improved on previously good or outstanding performances. Senior Leaders, Managers and the Governing Body have an accurate picture and understanding of the school's strengths and weaknesses. Leaders and Managers embed ambition and drive and secure improvement well. They articulate confidently and plan effectively what the school needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.

The Main Findings

- Provides excellent care, guidance and support for pupils.
- It is a friendly, harmonious and diverse community.
- The school provides individual care for pupils, including those with learning difficulties and special educational needs and their families.
- Relationships throughout the school are very positive and the behaviour of the pupils is outstanding.
- Parents and carers are very supportive of the school and they feel the school keeps their children safe.
- Pupils are enthusiastic about their learning and describe lessons as fun.
- They have a good start to their school careers in the attractive and stimulating Nursery and Reception classes.

- Pupils' spiritual and moral development is outstanding.
- Children's progress in the Early Years Foundation Stage is at least good given their low starting points and in 2011 their progress was very good.
- Attainment in Reading is above average.
- Standards in Writing for the oldest pupils have improved recently.
- Achievement of the various groups represented in the school is now more even and pupils who are new to learning to speak English are making good progress.
- Pupils make good progress when lessons are stimulating and tasks precisely meet their needs.
- The Senior Leadership Team has undergone much change recently and is now providing clear direction.
- Leaders are well supported by an enthusiastic and dedicated staff team who share the school's vision for continued improvement.
- The staff are proud to work at the school.
- Leaders understand the strengths and weaknesses of the school and have appropriate plans to develop their priorities.
- The progress of boys has been a concern but efforts to address this have recently resulted in their improved attainment.
- The provision for pupils with special educational needs and/or disabilities is good and the management of this aspect of the school's work is very effective.
- These successes demonstrate the school's good capacity for sustained improvement.

What Does the School Need to Do to Improve Further?

Improve the quality of teaching so that all of it is good or better by ensuring that:

- The regular monitoring of teaching and learning is rigorous and purposeful;
- Targets to improve the quality of teaching and learning are reviewed regularly;
- Teachers use assessment information to provide tasks which precisely meet the needs of all pupils.

Improve the moral development of pupils by:

- Ensuring that there are opportunities for pupils to understand and celebrate the diversity within and beyond the school;
- Making links with schools in contrasting settings in the United Kingdom;
- Making good use of global links to further pupils' understanding of how people live and learn in other countries.

Outcomes for Individuals and Groups of Pupils

- All prime judgements are at least satisfactory and some are good and better.
- In 2011 more pupils attained the typically expected levels and the proportion of pupils attaining the higher level (Level 5) is now above average in Mathematics and English.
- The school's recent focus on developing Writing is ensuring that provision is improving and this is beginning to have a positive impact on attainment.
- The vast majority of pupils say they enjoy school.
- Pupils work well and enjoy their lessons.
- They co-operate enthusiastically with each other when working in pairs or small groups.
- Pupils with special educational needs and/or disabilities are well supported in lessons by their teachers and by a skilled group of teaching assistants. They make good progress.
- Assessment records show that some pupils are making accelerated progress as a result of individual and small group teaching.
- Pupils understand the difference between right and wrong and apply this to their time in school. This contributes well to their outstanding behaviour along with the clear, high expectations of all staff.
- Staff treat pupils respectfully and pupils respond well so relationships are positive.
- Pupils feel safe in school and have a good understanding of unsafe situations.
- Pupils are confident that the rare incidents of bullying are dealt with effectively and are clear about how to stay safe when using the internet.
- Pupils adopt healthy lifestyles with enthusiasm and are keen to take part in physical activities in lessons, at play and in after-school clubs.

- Older pupils act as play leaders and contribute to purposeful play at lunchtime and they organise games and distribute equipment.

Pupils' Achievements and the Extent to Which They Enjoy Learning - Pupils' Attainments

Achievement is satisfactory where attainment is average, above average or high and learning and progress are satisfactory. General tuned indicators for the final Key Stage over the last three years have not been below average overall in all key subjects and for different groups of pupils as shown by indicators on Raiseonline. Other data and pupils' current work indicate the attainment is satisfactory or good.

The Quality of Pupils' Learning and Their Progress

The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory and in some cases good. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, make good progress. Progress is inadequate in no major respect (for example, a key stage or particular group of pupils) and may be good in some respects.

The Quality of Learning for Pupils with Special Educational Needs and/or Disabilities

Pupils acquire knowledge, develop understanding and learn how to practise skills well. Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are interested and enthusiastic about their learning in a range of subjects. A very large majority of groups of pupils make at least good progress and some make outstanding progress with nothing that is inadequate and is good in some respects.

The Extent to Which Pupils Feel Safe

Pupils have an excellent understanding about what constitutes unsafe circumstances. They maintain a well-tuned perspective on their own safety and that of others. Pupils say they feel safe at school at all times. Parents and carers strongly agree that the school keeps pupils safe. Groups representing a wide range of pupils are entirely confident that issues they raise are dealt with promptly and effectively by the school.

Pupils' Behaviour

Pupils' consistently thoughtful behaviour is an outstanding feature in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well.

The Extent to Which Pupils Adopt Healthy Lifestyles

Pupils know and understand many of the important factors which affect different aspects of their life. Most want to take action to improve their health and participate regularly in activities which enable them to do so. The majority of pupils have adopted a healthy lifestyle. Pupils respond well to the school's health promotion strategies and are involved in running health related activities.

The Extent to Which Pupils Contribute to the School and Wider Community

Pupils take on responsibility and play a constructive role in the school. They have some influence on decisions about school life. They support initiatives to improve aspects of life in school and the wider community and pupils' behaviour promotes a positive relationship with the school's local community.

The Extent to Which Pupils Develop Workplace and Other Skills That Will Contribute to Their Future Economic Well-Being

The pupils apply basic skills securely in a range of contexts. Pupils develop the wider skills and personal qualities needed to equip them for the next phase of their education or the world of work and training. They recognise the next steps they will need to take to achieve their goals. Pupils' attendance is generally average and they are usually punctual.

The Extent of Pupils' Spiritual, Moral, Social and Cultural Development

Pupils are curious about the world around them and embrace new experiences which broaden their understanding, such as engaging enthusiastically in artistic, sporting and cultural opportunities. They respect others' needs and interests and make responsible and reasoned judgements on moral dilemmas. Pupils have a strong sense of common values across different societies. They engage well with a range of groups from different ethnic, religious and socio-economic backgrounds, including those not represented in the immediate community.

How Effective is the Provision?

- The best lessons make good use of assessment information to plan activities which are well matched to pupils' abilities.

- Teachers use their good subject knowledge to provide logical links in learning. This, together with good questioning, ensures pupils achieve well.
- Most parents, carers and pupils feel well informed and get good guidance from the school.
- Parents and carers commented on the excellent transition arrangements, especially for pupils moving to secondary schools.
- Welcome packs are helpful in inducting newly arrived pupils.
- Support for vulnerable pupils is very good, including for those with behaviour difficulties.
- The school has an effective Well-Being Team which supports individual families very well.
- The strength of the developing curriculum is its focus on social and emotional development.
- Pupils are confident they can discuss their problems with an adult in school.
- They express considerable warmth towards their teachers and leaders.

The Quality of Teaching and the Use of Assessment to Support Learning

Teaching is good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils are interested in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.

The Extent to Which the Curriculum Meets Pupils' Needs Including, Where Relevant, Through Partnerships

The Curriculum is adequately matched to pupils' needs, interests and aspirations and provides adequate preparation for the next stage of their lives, whatever their starting points. Provision for potentially vulnerable pupils is satisfactory. Cross-

curricular provision, including Literacy, Numeracy and ICT, is at least satisfactory and in some cases good. Some features of the Curriculum are also good.

The Effectiveness of Care, Guidance and Support

Very well-targeted support for pupils has enabled them to make the best of the opportunities provided by the school. Excellent attention is given to all aspects of care, guidance and support. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively. The school's work with families, children and a range of agencies to sustain the learning, development and well-being of individual pupils facing challenging circumstances is deeply embedded at all levels.

How Effective are Leadership and Management?

- The Headteacher is well supported by all other leaders in the school.
- Staff morale is high and all staff express confidence in their leaders.
- Senior leaders are clear about what needs to improve.
- The school promotes equality of opportunity well.
- Attainment and progress are now more even across different groups of pupils in the school.
- The Governing Body has a good grasp of the school's strengths and weaknesses.
- It regularly reviews independent data to measure the school against others locally and nationally.
- Procedures for safeguarding the pupils are secure.
- There are rigorous checks for those employed to work in the school.

The Effectiveness of Leadership and Management in Embedding Ambition and Driving Improvement, the Leadership and Management of Teaching and Learning

The Senior Leadership Team and other Leaders and Managers are motivated to seek further improvement and are effective in focusing the school's efforts on priorities. Senior Leaders and Managers monitor accurately the progress and well-being of all pupils and the quality of teaching and learning. Target setting is based on accurate assessment information. The school implements suitable plans aimed at improving areas of weakness and is taking effective steps to

secure high quality teaching. Expectations are sufficiently high to bring about outcomes which are broadly satisfactory and improving or, if lower, there is substantial evidence that they are improving strongly.

The Effectiveness of the Governing Body in Challenging and Supporting the School so that Weaknesses are Tackled Decisively and Statutory Responsibilities are Met

Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised, are visible in the school community and support staff and pupils. Most Governors know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The Governing Body holds the school to account for tackling important weaknesses. Governors engage often with parents and pupils and respond quickly to their views and any significant concerns they may have.

The Effectiveness of the School's Engagements with Parents and Carers

The school has a highly effective relationship with most groups of parents and carers. The school regularly asks parents and carers for their views and ensures that these are used to inform important decisions about whole school matters. Parents and carers are kept well informed about their children's achievements, well-being and development. The school helps parents and carers to support their children's learning in different ways. The effective liaison with parents and carers contributes to improvements in pupils' achievements, well-being and development. There are secure and accessible channels for parents and carers to communicate with the school which the school actively encourages parents to pursue. The school's systems for keeping parents informed about aspects of its work runs smoothly.

The Effectiveness of Partnerships in Promoting Learning and Well-Being

Partnership activities, and/or the resulting improvements in the school's provision and leadership and management, contribute to pupils' satisfactory or better achievement and well-being. Partnership activity provides satisfactory value for money because it contributes to satisfactory and improving outcomes for pupils in aspects which the school alone could not provide.

The Effectiveness with Which the School Promotes Equality of Opportunity and Tackles Discrimination

The school articulates and pursues ambitious strategies for particular groups of pupils who may be subject to discrimination. Concerted action to promote equality of opportunity has resulted in sustained and significant improvement in the performance and participation of these groups. Gaps between different

groups are closing. The school has identified where further improvements can be made to overcome any remaining variations in performance and it has good strategies to tackle them.

The Effectiveness of Safeguarding Procedures

The school adopts recommended good practice across all areas of its work. The school's well-developed quality assurance and risk assessment systems take account of the views of pupils and parents. These are acted upon to make effective improvements to the safeguarding systems. Training of all staff, in particular child protection, is of good quality. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school is proactive in building on collaborative working with other agencies to reduce the risk of harm to pupils.

The Effectiveness with Which the School Promotes Community Cohesion

The school has taken a set of actions based on an informed understanding of its religious, ethnic and socio-economic context. It is actively promoting community cohesion within the school community and is reaching out to other communities. Its work has a generally positive impact within the school, which is a largely cohesive community, but there is only limited evidence of its success in promoting community cohesion beyond the school.

The Effectiveness with Which the School Deploys Resources to Achieve Value for Money

Outcomes for individuals and groups of pupils are satisfactory or good. There are no major shortcomings evident in the use or management of resources.

Early Years Foundation Stage

- Nursery and Reception classes provide a welcoming learning environment.
- Children settle quickly and happily into the school.
- Nursery children observed on their first day of school were confident and happy.
- Positive relationships with parents and carers are laid in the Early Years.
- Under the careful guidance of staff children are developing independence and confidence in their learning.

- There is a good balance of activities chosen by children and those led by staff.
- Resources are well organised and accessible so that children can make choices about what and how they learn.
- Adults give good attention to the welfare and progress of individual children.
- Well focused observations and assessments are used to inform planning.
- The curriculum is flexible and changes to meet the needs and interests of individual children.
- The whole of the Early Years Team strives to achieve continuous improvement.
- Regular and rigorous self-evaluation informs the appropriate plans for further development.

Outcomes for Children in the Early Years Foundation Stage

Most children, including those with special educational needs and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals in most areas of learning. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future. Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. They often share responsibility for choosing what they do. They often share responsibility for decisions about routines. Most children demonstrate a willingness to keep themselves and others safe through their good behaviour. They show that they feel safe and they share concerns with their key person/childminder.

The Quality of Provision in the Early Years Foundation Stage

Adults' good knowledge of the learning and development and welfare requirements and Early Years Foundation Stage guidance promotes children's learning, social, physical and economic well-being. An interesting, well-equipped and welcoming environment successfully reflects most children's backgrounds and the wider community. Comprehensive policies and procedures ensure that children are well deployed to support children's learning and welfare. They are skilled at promoting positive attitudes to learning. High-quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and

accurate observations and assessment and matched to the full range of children's needs. Relationships are good and children's behaviour is managed well. There are effective partnerships with parents/carers, other agencies and providers.

The Effectiveness of Leadership and Management of the Early Years Foundation Stage

Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between adults who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Self-evaluation takes into account the views of children, parents/carers, and other interested partners. It is effective in identifying strengths and weaknesses of the provision and makes good use of findings from any other quality checks. As a result, those in charge are able to demonstrate how they have raised children's achievement and make improvements to provision. Resources are well deployed, including any extended services, to improve outcomes for children. Robust steps are taken to safeguard children, including vetting procedures for all the adults who work with the children. Effective links exist with parents/carers and other agencies and providers. If there is a breach of the *specific requirements* it is minor, and has no impact on the safety and well-being of children.

Views of Parents and Carers

- Questionnaires returned indicate a high level of support and confidence in the school.
- Parents and carers made additional comments praising the dedicated staff and the good reputation of the school in the local area.

Responses from Parents and Carers to Ofsted's Questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cecil Road Primary & Nursery 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 189 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly Disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	141	75	46	24	1	1	0	0
The school keeps my child safe	147	78	41	22	0	0	1	1
The school informs me about my child's progress	96	51	87	46	5	3	1	1
My child is making enough progress at this school	100	53	78	41	7	4	1	1
The teaching is good at this school	126	67	58	31	4	2	0	0
The school helps me to support my child's learning	105	56	77	41	4	2	0	0
The school helps my child to have a healthy lifestyle	91	48	92	49	4	2	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)	93	49	85	45	6	3	0	0
The school meets my child's particular needs	97	51	79	42	6	3	1	1
The school deals effectively with unacceptable behaviour	85	45	89	47	7	4	1	1
The school takes account of my suggestions and concerns	60	32	107	57	11	6	0	0
The school is led and managed effectively	113	60	67	35	4	2	0	0
Overall, I am happy with my child's experience at this school	134	71	49	26	3	2	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%.

Ofsted Reports for all schools can be viewed on the Ofsted website and are written by the Lead or Reporting Inspector based on the 2-day inspection visit to schools.

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 pupils' 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.

Inspection Judgements

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