

# Inspection of Cawston Grange Primary School

Scholars Drive, Cawston, Rugby, Warwickshire CV22 7GU

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Inspection dates: 7 and 8 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	Good
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## **What is it like to attend this school?**

At Cawston Grange Primary School, pupils enjoy learning in a caring and friendly environment. This shows in how confident, independent and engaged they are in class. Pupils and their parents spoke highly of the help and support adults at school give them, including when remote learning was in place as a result of COVID-19 restrictions.

Pupils attend regularly, and are safe and well cared for. Bullying is rare, but is dealt with quickly by adults if it happens. Pupils know that adults will always help them with any problems. Pupils also support one another, and said that everyone is friendly.

The curriculum at this school is ambitious. Pupils gain a lot of knowledge and have many opportunities to use what they know, for example by creating their own museum in school or contributing to the wonderful artwork displayed throughout the building.

Pupils behave well and treat one another with kindness and understanding. The school's values of excellence, respect and friendship shape pupils' time in school and the way that subjects are planned and taught. The school values and celebrates everyone's talents and differences.

## **What does the school do well and what does it need to do better?**

Pupils enjoy school, attend regularly and are kept safe when they are there.

The well-designed curriculum at Cawston Grange Primary School is engaging and ambitious. Pupils learn well and are able to recall much of what they have been taught in previous years. Teachers make sure that lessons meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND). They use questioning effectively to check how well pupils understand. However, there is scope to strengthen communication with parents about SEND matters.

In most subjects, leaders have set out the things that children need to know. Pupils learn subject-specific vocabulary, and use it confidently. Nevertheless, while curriculum plans are very clear, not all staff follow them as well as they might. This leads to some variations in the quality of learning between classes. It is not a big problem, but subject leaders could do more to check on what is happening in classes.

Children in the early years get off to a flying start. They quickly learn to take turns, to listen attentively and to share their thoughts and ideas. Relationships between staff and children in the early years are strong. This helps children to be confident and to achieve well.

Pupils at this school love reading. They read widely and often, and enjoy talking

about books. The school provides high-quality texts in the library, and teachers regularly read to pupils. Indeed, reading is a priority in this school and children begin learning phonics as soon as they start in Reception. Most learn to read quickly and fluently. Teachers closely track the letter sounds that pupils know, to identify any gaps in their learning. If anyone finds reading difficult, they get additional help so they can catch up.

The books that the youngest children read in school are very well matched to the letter sounds they know. Teachers try to ensure this is also true for the books pupils take home. Even so, some of these books are not ideal. This is because they contain unfamiliar sounds that do not match what is being taught in class. Leaders have identified this as something to improve, and have recently ordered new resources to replace the ones being used.

Pupils achieve well in mathematics. They learn how to solve problems and apply reasoning skills. Similarly, pupils make good progress with their writing. They write well in English and across the curriculum. Their spelling is mostly accurate, and they usually take care when writing.

The school provides a range of personal development opportunities, including several clubs. In addition, pupils learn how they can help others. For instance, there are pupil ambassadors who help the parent-teacher association raise money for charities, and for resources such as climbing equipment in the playground.

Leaders have accurately identified aspects of school that need to improve further. They have made positive changes that are already having an impact. Leaders and governors have a clear vision for the school's next steps.

Staff are well supported by leaders, and said that their workload and well-being are always considered. Staff work well as a team and support one another in providing a purposeful and engaging curriculum for the pupils. Staff said that they are very proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

All governors and staff members take safeguarding seriously. They have ensured that effective systems are in place. Staff are trained regularly and know the procedures to follow if they have a concern about anyone. Leaders follow up concerns rigorously, and maintain effective records. The school works closely with children's social care and other agencies.

The curriculum gives pupils a good understanding of how to stay safe. They learn how to stay safe in their everyday lives, for example when using the internet and social media.

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

### (Information for the school and appropriate authority)

- The school's approach to teaching early reading is largely effective. However, some resources could be better. As the school renews these, leaders need to ensure that the pupils who need the most help are given resources which will support them to do as well as they can.
- Curriculum planning in different subjects is structured coherently, but how teachers interpret it varies. This means that the intended curriculum is not always taught and learned as well as it could be. To ensure greater consistency, leaders need to keep a closer eye on what is happening in class.
- Parents of pupils with SEND are not kept informed as well as they need to be. Leaders at the school should improve communication with the parents of pupils with SEND so that they are fully aware of, and involved in, the support for their children.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140127
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10201060
<b>Type of school</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Simon Dean
<b>Headteacher</b>	Kate Worthington
<b>Website</b>	<a href="http://www.cawstongrangeprimary.com">www.cawstongrangeprimary.com</a>
<b>Date of previous inspection</b>	27 November 2018

## Information about this school

- The school has appointed a new headteacher since the last inspection. They joined the school in September 2021.

## Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher, other leaders, those responsible for governance, teachers and a representative from the local authority.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They talked to parents at the start of the day and considered parents' responses to Ofsted's online questionnaire. They also considered responses to the staff survey.
- Inspectors visited lessons throughout the school, looked at pupils' work and spoke with pupils about their learning, behaviour and safety.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, science and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at safeguarding records and spoke to leaders and some staff about how the school keeps pupils safe.

### **Inspection team**

Gareth Morgan, lead inspector	Ofsted Inspector
Mr Devinder Riat	Ofsted Inspector
Ms Gill Turner	Ofsted Inspector

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