

Costock CofE Primary School

Inspection report

Unique Reference Number	122756
Local Authority	Nottinghamshire
Inspection number	363957
Inspection dates	21–22 June 2011
Reporting inspector	Jackie Cousins

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Rachel Evley
Headteacher	Jane Mellor
Date of previous school inspection	23 January 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 part-lessons and observed all 4 teachers who were teaching during the inspection. Meetings were held with the headteacher, members of the governing body and staff. The inspectors talked to one group of parents and carers and two groups of pupils from Years 1 to 6, including some from the school council. The school's work was observed and its documentation scrutinised, including policies relating to safeguarding. An analysis was made of school data on pupils' attainment and progress, and the inspectors looked at pupils' work in books and on display. Inspectors analysed completed questionnaires from nine staff and 55 pupils, as well as 42 from parents and carers.

Information about the school

This is a much smaller than average sized school. All year groups contain fewer than 13 pupils. Most pupils are from White British backgrounds. Very few pupils are eligible for free school meals, are from minority ethnic groups or speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average but occasionally year groups contain above expected levels of pupils with additional needs. The school has National Healthy Schools Gold and International Schools Intermediate awards, as well as Investors in People 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	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	1
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- Costock CofE Primary is a good school. Pupils settle quickly and are involved in school life productively whether they join in Reception or any other year group. This is because an outstanding partnership with parents and carers has been established due to a good leadership and management team. One parent summed up others' thoughts when they wrote, 'We have been very impressed by the quality of care and personalised learning for our child.'
- The secret of the school's success is that it cares for and guides pupils excellently and so their behaviour is outstanding. Pupils say they feel particularly safe in school. Pupils have very positive attitudes to learning due to the high level of support offered by staff.
- Pupils achieve well from their starting points and attainment is high in English and mathematics by Year 6. Over the last three years the oldest pupils' attainment has steadily risen. Pupils in Years 1 and 2 progress satisfactorily and their attainment is broadly average. Their achievement is not better because the tracking of their progress is not fully developed. This means that occasionally the school does not identify pupils who are making slower progress quickly enough to put in place appropriate interventions.
- Children in the Reception year make good progress. This is due to the fact that effectively organised sessions develop their key skills. Sometimes, opportunities to promote children's understanding of calculation are missed due to the fact that the outside learning area is not well resourced or used.
- Pupils achieve well because teaching is consistently good. This is due to the fact that teachers have high expectations of pupils and so they are challenged

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meaningfully in lessons. Occasionally, self-assessment is not used methodically and so pupils are not always aware of how they can improve their work in full.

What does the school need to do to improve further?

- Raise pupils' achievement in Years 1 and 2 to even higher levels by:
 - ensuring that their attainment and progress is monitored each term in detail
 - enhancing the use of self-assessment so that pupils evaluate their successes more rigorously in lessons.
- Improve provision for children in the Reception year by developing the use of imaginative resources in the outside area to enhance their learning especially in calculation.

Main report

Children make good progress from their starting points which are in line with expectations and attainment is slightly above average by the end of the Reception year. From the moment children start at school parents and carers are involved effectively in their child's learning because for example, home/school books are used thoughtfully. Children in the Early Years Foundation Stage achieve successfully because well established routines mean they have a good balance of adult-led and child selected activities indoors. This ensures that children learn to be independent and concentrate successfully. They are given good opportunities to work on topics which appeal to their interests because staff use their observations of children carefully. Their personal development is excellent because staff guide them very astutely. Assessments of children's progress are used diligently in all areas of learning and so the gaps between different groups of children are narrowing. Occasionally, they make less progress in learning to solve mathematical problems because the outside area is not productively equipped or utilized.

Year groups are very small and so pupils' attainment on entry can vary from year to year. From their above average starting points, Year 6 pupils achieve well. This means that their attainment is high in reading, writing and mathematics. Learning in lessons is good. This is because teachers' have high levels of expertise and they use information and communication technology to inspire pupils. In a good Year 5 and 6 lesson seen, pupils learned to read rap poems thoughtfully because the teacher emphasised the need to use expression and punctuation methodically. Reading is taught rigorously and so pupils learn to analyse texts in depth. More able pupils achieve productively because they learn astutely to solve investigations. Work in Year 6 pupils' books demonstrates that they develop numeracy skills well when they for instance, learn to multiply three digit numbers by two digits accurately.

Pupils with special educational needs and/or disabilities make similarly good progress to others. Individual education plans are consistently used to support pupils' learning.

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Teachers and teaching assistants use time efficiently to assist pupils to fill any gaps which they have in their understanding. This means that individual and small group intervention sessions allow pupils to catch up successfully. Other agencies are worked with well to support pupils with additional needs.

Attainment in Year 2 is broadly average. Pupils learn to read effectively because letter sounds and their uses are taught carefully. In a good Year 2 lesson seen, pupils learned to sound out words rigorously due to the imaginative use of resources such as small white boards. These also allowed pupils to learn to write accurately due to the fact that they practised spelling out words and recording them on easily wiped boards. Year 1 and 2 pupils achieve satisfactorily because the use of tracking is underdeveloped. This means that each term the school does not analyse each pupils' progress in sufficient depth. Pupils aged six years achieve satisfactorily and so they read at levels which are expected for this age.

Boys and girls make similarly good progress in Years 3 to 6 due to the use of projects which really intrigue them. This is because the curriculum is good. Pupils thoroughly enjoyed a World War II topic and this is due to the fact that visitors were used thoughtfully to develop pupils' understanding of past events. They say they like projects which promote their art skills such as one on Africa, where they painted beautiful pictures of people's everyday lives. Physical education sessions are greatly valued and so pupils develop their personal fitness levels well. Pupils say they like Spanish sessions because they learn through a variety of practical activities. Displays around the school celebrate pupils' achievements productively. Pupils are encouraged to develop their information and communication technology skills as they research famous inventors. Basic skills of communication, literacy, numeracy and science are promoted successfully and so pupils are well prepared for the next stage of education and are able to discuss their ambitions with staff.

Teachers use questioning productively and so pupils learn to think deeply for themselves. For example, a teacher's effective use of questioning about a poem allowed Year 5 and 6 pupils to understand the profound message it conveyed and so they explained in depth the good and bad aspects of having a lot of money. Teachers inspire pupils ingeniously and so they develop creative ideas for new inventions which they will design and make in school. Teacher expertise is good and so, for example, Year 3 and 4 pupils learn to use mathematical skills astutely when they identify properties of three dimensional shapes. Assessment is used efficiently to plan lessons and to create personalised targets for pupils. The pupils understand satisfactorily how to improve their work, although marking is a little inconsistent. Pupils are not always rigorously involved in peer and self-assessment of their work. They listen attentively to staff comments and form very positive relationships with them.

Pupils' social skills are extremely successfully promoted by staff. This ensures that they are considerate to others. One pupil said, 'If anyone gets upset we help them to forget about it.' Pupils value highly the 'Integrity Awards' which encourage exceptionally good behaviour and trustworthiness. Parents and carers agree that

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behaviour and pupils' safety are excellent. In recent years, no exclusions have occurred and no bullying incidents have been reported. One pupil summed up others' comments when they said, 'This is a small school where bullying does not happen.' Pupils feel safe in school because staff manage any minor incidents of inappropriate behaviour calmly and firmly. The pupils learn the difference between right and wrong well due to extremely astute guidance from staff. One pupil explained they are taught, 'If we tell the truth everyone is much happier.' Pupils' spiritual development is very well supported by all staff. This allows pupils to reflect on their feelings thoughtfully. Their cultural awareness is effectively established but a small number of pupils did not have a deep understanding of the similarities and differences between their own and others' beliefs. Pupils' attendance is above average and their punctuality is good because they are monitored rigorously.

The headteacher embeds ambition extremely successfully because her leadership is dynamic and very astutely focused on key areas for development. The school has used performance management targets diligently to raise pupils' skills in writing. This has resulted in most Year 6 pupils working at above expected levels in many aspects of writing, including the creation of exciting stories and persuasive letters. Pupils' speaking and listening skills have been improved considerably since the last inspection because the school uses drama activities and performance to large audiences well. Self-evaluation is utilized methodically by staff and leaders at all levels so that the school is in a good position to continue to improve in the future.

Since the last inspection the governing body have enhanced their skills by undertaking training on their roles. This ensures that school leaders are challenged regularly by probing questions about the quality of education. The governing body ensure that pupils are safeguarded well. For example, thorough risk assessments are created for practical activities in school, all employment checks are carried out and recorded accurately for staff, and child protection training is regularly updated.

The promotion of equal opportunity and discrimination are tackled well. Pupils from minority ethnic backgrounds are included effectively in all school activities. Those who speak English as an additional language or who are vulnerable make good progress. While pupils' attainment is monitored suitably by senior leaders and staff, the system in use does not make it easy for them to analyse the achievement of different groups of pupils. This means that, for example, a few governors are not clear about how well different pupil groups attain in each year group.

The school's leadership engages extremely productively with parents and carers. The very high level of response to the questionnaire demonstrates how keen they were to contribute their views. Parents and carers expressed a high level of satisfaction with the school. All those who responded to the questionnaire agreed their child is well cared for and is happy at school. One parent summed up their thoughts when they said, 'The caring and family focused atmosphere makes this school a joy to be a part of.'

The school works well to unite the community and pupils take part in many local

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events. For example, last year pupils took an active part in The Remembrance Service held at the local church and at Harvest Festival time they collected gifts for homeless people. Pupils are very aware of global issues and actively recycle materials at school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Costock CoFE 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 12 statements about the school.

The inspectors received 42 completed questionnaires by the end of the on-site inspection. In total, there are 60 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	29	69	13	31	0	0	0	0
Q2 My child feels safe at school	33	79	9	21	0	0	0	0
Q3 The school helps my child to achieve as well as they can	24	57	14	33	2	5	1	2
Q4 The school meets my child’s particular needs	24	57	15	36	2	5	0	0
Q5 The school ensures my child is well looked after	32	76	10	24	0	0	0	0
Q6 Teaching at this school is good	27	64	13	31	1	2	0	0
Q7 There is a good standard of behaviour at this school	27	64	14	33	0	0	0	0
Q8 Lessons are not disrupted by bad behaviour	23	55	17	40	1	2	0	0
Q9 The school deals with any cases of bullying well	19	45	18	43	2	5	0	0
Q10 The school helps me to support my child’s learning	22	52	14	33	2	5	1	2
Q11 The school responds to my concerns and keeps me well informed	27	64	12	29	1	2	2	5
Q12 The school is well led and managed	25	60	15	36	2	5	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%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 achievement of all pupils. ■ behaviour and safety ■ the quality of teaching ■ the effectiveness of leadership and management taking into consideration how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



23 June 2011

Dear Pupils

Inspection of Costock CofE Primary School, Loughborough, LE12 6XD

Thank you for helping us to find out about your school. It was enjoyable to speak to some of you and to hear your views. Your school provides you with a good education. You told us that it is a caring school where you all get on well together, and we agree. These are some of the best things about your school.

- You get a good start to learning in your Reception year.
- You achieve well in school and your attainment by Year 6 is high.
- You behave outstandingly well in school because staff guide you thoughtfully.
- You feel safe in school because staff work attentively to care for you.
- You told us, and we agree, how much you enjoy the many projects you study in literacy, numeracy, science, art and history.
- You are taught well and staff work hard to make lessons interesting.
- You contribute to the community effectively and you told us how proud you were of the plays you have performed for others.
- The school staff have established a very strong partnership with your parents and carers.

Your headteacher and senior teacher have good ideas about how to improve the school and so we have asked them to make things even better by carrying out the following improvements.

- Raise your achievement to even higher levels especially in Years 1 and 2 by watching over the progress you make each term more carefully.
- Make sure you are involved more regularly in discussing your successes in lessons.
- Improve the resources and use of the outside area for Reception children, so that they can learn to solve mathematical problems in the open air.

Continue to listen carefully to your teachers' comments, come to school every day and enjoy all the wonderful things you are learning at Costock CofE Primary School.

Yours sincerely

Jackie Cousins
Lead inspector

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