



Stilton CofE VC Primary

Inspection Report

Unique Reference Number 110821
LEA CAMBRIDGESHIRE LEA
Inspection number 278525
Inspection dates 21 February 2006 to 22 February 2006
Reporting inspector Mrs. Pat Cox LI

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

Type of school	Primary	School address	Church Street
School category	Voluntary controlled		PE7 3RF
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01733240480
Number on roll	206	Fax number	01733 240 511
Appropriate authority	The governing body	Chair of governors	Mr.Paul Springford
Date of previous inspection	8 December 2003	Headteacher	Miss. Annette Baughan

Age group 4 to 11	Inspection dates 21 February 2006 - 22 February 2006	Inspection number 278525
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is in the village of Stilton in Cambridgeshire. Almost all pupils are from a White British background. The proportion entitled to free school meals is lower than the average, as is the proportion identified with learning difficulties. Fewer pupils than usual leave or enter the school at other times than at the beginning of Reception. There are more boys than girls in the school, particularly in Reception and Year 5. No pupils have a home language other than English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school knows itself to be providing a satisfactory standard of education for its pupils and improving rapidly. When it was previously inspected in 2003, it was identified as underachieving. This is no longer the case. The recently appointed headteacher's good leadership and management are appreciated by parents. She has a clear understanding of the school's provision and of what needs to be done to improve. Staff work well as a team and senior staff are developing their own leadership roles well. Teaching is satisfactory overall and sometimes good, particularly in Year 6. The best teaching is lively and has high expectations. However, teaching methods are more effective in some classes than others and assessments are not always used well to plan work for all abilities. The pupils' achievement is satisfactory overall. Because the teaching is satisfactory, the children make sound progress in Reception and standards are broadly average. Progress continues to be satisfactory through the school and standards in Year 2 are average in English and mathematics. However, progress in Year 6 is more rapid, so that pupils reach above average standards and fulfil their potential better. The pupils' work is often presented carelessly throughout the school. There is satisfactory provision for the pupils' spiritual, moral, social and cultural development and a strong emphasis on healthy lifestyles. The school takes good care of pupils' physical and emotional needs. Their behaviour and attitudes are satisfactory and improving. Nevertheless, the pupils, particularly the younger ones, are sometimes boisterous and noisy, and do not always listen well. Attendance is above average. The school provides satisfactory value for money and has good capacity for continued improvement.

What the school should do to improve further

- Ensure greater consistency in teaching methods so that pupils, particularly in parallel classes, receive a similar experience. - Improve the use of assessments to match work more closely to the needs of all pupils in the class. - Improve the quality of presentation and the pride that all in the school take in the pupils' work. - Continue the work to improve the pupils' listening skills, behaviour and attitudes, so that they pay closer attention to others and take greater responsibility for themselves and their work.

Achievement and standards

Grade: 3

Pupils, including those with learning difficulties, achieve satisfactorily through the school. The children in the Reception class make satisfactory progress overall, making a sound start to their school life. Standards at the end of Year 2 were below the national average in 2003. They have risen since then and were similar to the national average in 2004 and 2005. Results were significantly above average in reading, writing and mathematics in 2005. The pupils presently in Year 2 are working at an average level overall in these subjects and are making satisfactory progress. Standards at the end of Year 6 have been above the national average in English, mathematics and science

for the past three years. In 2005, the standards were particularly strong in English. The pupils had made good progress since their time in Year 2 and the school's challenging targets were exceeded. The work of those presently in Year 6 is above average in all three subjects because they make good progress during that year and reach their potential more closely. Progress is satisfactory overall through the rest of Key Stage 2. However, while most pupils have good speaking skills, their listening skills, particularly at Key Stage 1, are barely average. Progress in reading, in the pupils' ability to explore the meaning of text, is not as strong as in writing at both key stages. While most pupils are competent writers, the presentation of their work is poor in most subjects.

Personal development and well-being

Grade: 3

Children enjoy school and their attendance is good. Since the appointment of the new headteacher the school has been working hard to improve behaviour, with considerable success. Pupils know clearly what is expected of them. They have been involved in drawing up codes of conduct and they know and understand the 'golden rules'. Most behave well, and are attentive when this is required of them, although they can become noisy and boisterous when not supervised directly. Pupils have positive attitudes to learning, but few take pride in their work, and some do not concentrate when working independently. The school council is helping pupils to participate actively in making the school better for everyone. Pupils' ideas and opinions are taken seriously and this encourages them to be responsible. Their spiritual, moral, social and cultural development is sound. Most are considerate of others and have a strong sense of community, but do not always listen well enough to others. The school has started to extend activities to broaden pupils' horizons, and to increase their understanding of the wider world. They are very aware of safety, and they learn about healthy living and making healthy choices, and enjoy nutritious school dinners.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall and sometimes good, particularly in Year 6, where the pupils make good progress. It is satisfactory in the Reception class, where there is a reasonable understanding of the needs of young children. The teachers usually plan their work carefully and have a clear idea of what they want their pupils to learn, although there are some inconsistencies in the standard of planning. The effectiveness of teaching styles and methods varies between classes, even those with the same age-group. The activities are often set at different levels for the range of age and ability in the class. The better teaching moves the pupils on rapidly and develops their independence. Interesting methods and resources are used, so pupils are totally immersed in the lesson. However, assessments of the pupils' attainment and progress are not always used sufficiently to plan further work. Some activities are dull and

undemanding. There is an overuse of worksheets and lessons sometimes do not start on time. Marking rarely shows pupils how well they have done and what they need to do to improve. Teachers do not always give the pupils a good example of presentation in their own writing.

Curriculum and other activities

Grade: 3

The curriculum includes all the required subjects and is planned soundly. There is a strong emphasis on English and mathematics, although time is not always used effectively to achieve as much learning as possible. Information and communication technology is used in many subjects. However, the curriculum does not always explore links between subjects so that pupils can apply their learning and use their skills for other purposes. Satisfactory provision is made for those with learning difficulties. Action is taken when pupils fall behind, and intervention programmes help pupils to keep up. The curriculum is being enriched by the new 'theme weeks', with a focus on a particular subject, and there was great interest in the activities offered during 'science week'. Extra-curricular clubs, including gardening, art club, football and netball and a choir, extend opportunities for pupils. The curriculum includes appropriate provision for personal, social and health education, encouraging pupils to look after themselves and the environment.

Care, guidance and support

Grade: 3

Parents are very satisfied with the quality of care which their children receive. Careful attention is given to health and safety and the safeguarding of pupils. Staff are alert to the needs of those who are vulnerable or have learning difficulties. Teaching assistants and lunchtime staff make a positive contribution in supporting pupils. The new behaviour policy is bringing consistency in defining expectations and the use of rewards and sanctions. Pupils benefit from this clarity, and parents also appreciate it. The school is developing a good system for guiding pupils' learning through the use of targets. Information from assessment is analysed, to pinpoint where improvement is needed. The oldest pupils have a clear sense of how well they are doing and how to improve. However, there is a lack of clarity and consistency across the school in the use of marking, assessment and target-setting to guide pupils' progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior management team are focused clearly on raising standards and the headteacher has made a significant impact on the school since her recent appointment. She has high expectations, which are being transmitted successfully to staff, pupils and their parents. The headteacher has developed a strong sense of teamwork among the staff and has improved communication between school and parents, who are positive about the actions she

has taken. The methods for evaluating the school's work are thorough and therefore there is a clear view of the strengths of provision and areas where improvement is needed. Evaluations of lessons identify areas of strength and those for improvement, and give a secure view of the overall quality of the teaching and its impact on learning. Through the analysis of test results, the school has a good view of the relative strengths of subjects. Planning for school improvement is satisfactory. The short-term plan shows suitable priorities in all areas of the school's work, and long-term plans are being formulated. The strategies employed to improve behaviour and to develop the curriculum and teaching styles are beginning to have a marked impact. The subject leaders for English and mathematics have a good understanding of standards in their subjects and are developing their ability to plan for improvement. Governance is good. The governors are fully involved in the life and work of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed our visit to your school this week, and thank you for looking after us and talking to us about your school. We thought you'd like to know what we found out. We think that your headteacher is working hard to make the school better. Your teachers help you to learn and you read and write quite well, although you don't read as often as you could. We think you could do much better if your work was neater because it is very untidy and many of you don't look after your books. The teachers could give you more help in knowing how good your work is. We think your school takes good care of you and helps you to stay healthy. You told us you really enjoyed the Science Week last term, and we hope you'll have a good time in Book Week next week. We think that some classes work very differently from others and it would help you if this didn't happen. It would be better if there weren't so many worksheets. The most important thing we want to tell you, is that we think you could help the school to be a much nicer place. A few of you can be rather silly and are very noisy. Although you're good at talking, you often don't listen to other people very well. You would learn far more if you worked harder and behaved yourselves better. We're sure that those of you who behave well could help the others to be good. It was very nice to meet you and we'd like to wish you all the best for the future.