



Coton-in-the-Elms C of E Primary School

Inspection Report

Unique Reference Number 112812
LEA DERBYSHIRE LEA
Inspection number 279028
Inspection dates 15 September 2005 to 16 September 2005
Reporting inspector Mrs. Jackie Cousins LI

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

Type of school	Primary	School address	Elmslea Avenue
School category	Voluntary controlled		DE12 8HE
Age range of pupils	4 to 12		
Gender of pupils	Mixed	Telephone number	01283 761 361
Number on roll	113	Fax number	01283 761 361
Appropriate authority	The governing body	Chair of governors	Mr.M Mailer
Date of previous inspection	22 November 1999	Headteacher	Mrs. Anne Clayton

Age group 4 to 12	Inspection dates 15 September 2005 - 16 September 2005	Inspection number 279028
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Introduction

The inspection was carried out by one contracted inspector

Description of the school

This small primary school serves the village and surrounding area of Coton-in the Elms. Many year groups contain only fifteen pupils. Most pupils live in privately owned houses and some live in rented homes. Levels of free school meals are below average. When the youngest children start school their knowledge and understanding are typical for four-year-olds. Overall the school has an average proportion of pupils with special educational needs but some year groups have above average levels. An above average proportion of pupils have statements of learning difficulties or disabilities. Over three quarters of pupils are from white British families. Some pupils come and go throughout the year. A significant number of pupils are from travelling communities and spend part of the year elsewhere. A few pupils are from minority ethnic groups. A small proportion of pupils are believed not to have English as their first language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Coton-in-the-Elms is an effective village school which gives pupils a good education. The inspection confirms the school's judgement that it is effective. Most parents are happy with the quality of education provided. Nearly half the pupils choose to travel some distance to come to the school. The school is well led and managed by the headteacher and governors. Children are given a good start in the reception class because of effective teaching and leadership. Teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. A rich curriculum allows pupils to learn about many different subjects including information and communication technology (ICT) and art. Pupils behave well and enjoy most of their lessons. Teachers and teaching assistants are dedicated and care effectively for pupils. The school gives good value for money. The capacity of the school to improve is good. The leadership of the school has brought about effective improvements since the last inspection. For example, standards are higher and records show that they are above average in 2005 in the reception class and in Year 6 tests. Standards in ICT in Year 6 are above expectations because of the good use of the ICT suite, interactive whiteboards and the teachers' expertise. Teaching in Years 5 and 6 has improved with a change of teacher, and one lesson seen was outstanding. A beautiful outside play area and garden have been created for younger children. However, attendance rates are below average.

What the school should do to improve further

- Increase the progress made in Years 1 and 2 so that more pupils attain higher standards.
- Improve the attendance rates of pupils.

Achievement and standards

Grade: 2

Inspection evidence confirms the school's judgement that most children make good progress in the school. Standards vary from year to year because there are small numbers of pupils in each group. When children enter the school their levels of knowledge and understanding are average overall but some year groups are below average. Most pupils achieve well in the reception class. They attain above average standards by the start of Year 1 because of consistently good teaching. School information shows that some boys achieve very well. The majority of pupils make satisfactory progress in Years 1 and 2 and attain average standards in English, mathematics and science. Pupils in Years 3 to 6 make good progress. In the 2004 tests, Year 6 pupils attained average standards. Standards in 2005 tests are likely to be at least above average. This is partly because there were fewer pupils with special educational needs in this year group. Pupils in the present Year 6 have achieved well since Year 3 and are working at above average standards. In a science lesson seen most Year 6 pupils understood what a plant needed to carry out photosynthesis and what the products were used for. The school is in line to attain challenging targets. Standards in ICT are above expectations. For instance, many Year 6 pupils use spreadsheets well,

creating formulae effectively. School data demonstrate that pupils who speak English as an additional language make good progress. For example, one pupil attained the expected level in Year 6 after only two years in the country and at the school. The majority of pupils with special educational needs and those with statements of special educational needs make good progress in English, mathematics and science.

Personal development and well-being

Grade: 2

The inspector agreed with the school's judgement that pupils' personal development is good. Most pupils behave well and look after each other effectively because of the good management skills of staff. Older pupils support younger ones in many ways, for example by supervising them while they eat lunch. Pupils have positive attitudes to learning and they enjoy being at school. Most pupils concentrate effectively in lessons as a result of teachers' good classroom management. This means that pupils' literacy and numeracy skills are developed effectively. In recognition, the school has been awarded the Basic Skills Mark. Pupils' spiritual, moral, social and cultural development are good. The very effective use of celebration assemblies and the programme for personal, social and health education mean that pupils' self-esteem is high. Children learn about safety on the road and at home in a variety of ways. For instance, they learn about safety in the home when they learn to cook cakes. Children are encouraged to lead healthy lifestyles by being given time to eat more healthy snacks in school. At lunchtime older pupils motivate younger ones to eat well by giving them rewards for eating all their vegetables. Pupils contribute effectively to the community by raising money for charities and through the school council. One Year 6 pupil said, Everyone gets a say in what goes on because of the school council. The council has brought about improvements such as the introduction of a 'buddy' scheme where Y6 pupils sort out any problems at play times and help pupils to work together fairly. These are all skills which will assist them to achieve economic well being. Pupils' cultural development is satisfactory and they learn about other cultures. For example, Years 3 and 4 learnt about mosques and Muslims in a religious education project. Overall pupils' attendance is below average. This is mostly because the school has a significant percentage of pupils who come from travelling communities. The school works effectively to encourage pupils to attend and regular contact is maintained with parents and local authorities.

Quality of provision

Teaching and learning

Grade: 2

Inspection evidence agreed with the school's judgement that teaching and learning are good. School information demonstrates that teaching is good in the reception class. One outstanding lesson was seen. Significant strengths include the very positive way children are talked to and praised for their work, which means that particularly good relationships are formed. Songs are used very well to develop children's numeracy

skills. The teacher sets very high expectations of children, which ensures that children learn to count accurately. Teaching in Years 1 and 2 is satisfactory overall. Less successful teaching does not always keep pupils fully interested. In their oral and written feedback, teachers' do not consistently tell pupils what they have done well or how they could improve. This means that pupils do not know how to develop their work. In Years 3 to 6 teaching is good. Very good use of paired discussion times allows pupils to deepen their understanding before they speak to the class. One outstanding lesson was seen. Very effective methods were used which mean that pupils learned in depth about how plants make food. The Year 5 and 6 teacher demonstrates a high level of expertise in science and this means that many pupils are working at high levels of attainment. Assessment activities are used well in the school. The tracking of pupil progress in English, mathematics and science is well established and so the school knows which pupils need extra support or challenge. Individual education plans contain specific targets so pupils with special educational needs are supported well. Pupils' work in ICT is carefully assessed. However, the use of self-evaluation by pupils is underdeveloped at present and they do not often look at their work and suggest ways to improve it.

Curriculum and other activities

Grade: 2

The inspector agrees with the school that the curriculum is good overall. The school has a lively and interesting curriculum. All subjects are given a reasonable amount of time. Pupils' achievements in many subjects are celebrated effectively through displays around the school. Pupils talk enthusiastically about the art work they have done. For example, beautiful collages have been produced by Years 5 and 6. The regular 'Big Writing Days' generate a lot of excitement in pupils. This is when the regular timetable is suspended to focus on writing skills for half a day. Pupils are given the writing topics three weeks in advance and encouraged to talk to their parents about vocabulary they could use to make their writing more interesting. Recent themes include journeys. As a result, standards of writing have improved over the last year. A wide range of after-school clubs allows pupils to develop their skills in sports and arts activities.

Care, guidance and support

Grade: 2

Inspection evidence supports the school's judgement that care, guidance and support of pupils are good. The school is very successful in achieving its aim of providing a secure and happy environment where pupils learn effectively. The care provided for pupils' safety and well-being is good. Child protection procedures are in place and all staff know how to raise concerns. Staff know their pupils very well and are quick to pick up any worries that they have. Pupils are confident about approaching any adult, knowing that they will be listened to. The school works successfully with other agencies to ensure that pupils in difficult circumstances are supported well. Pupils with special educational needs and those from travelling communities are given good support by teaching staff and support assistants. The high priority given to the pupils' personal

well-being encourages them to adopt healthy lifestyles and to support and care for each other.

Leadership and management

Grade: 2

The inspector agrees with the school that it is well led and managed. The headteacher, who has only been at the school for one year, has led the school very effectively. Standards in Year 6 have significantly improved in English, mathematics and science. This is partly as a result of better use of assessment activities which mean that pupils make greater progress in lessons. The very clear vision of the headteacher and senior teacher ensures that pupils from all backgrounds, including those from travelling communities and those who have learning difficulties, are integrated effectively into school life and are treated equally. The school's capacity to improve further is good. Effective observations of lessons have improved the quality of teaching in Years 5 and 6 since the last inspection so that it is outstanding now. Teaching in the reception class also has outstanding features and means that younger children achieve effectively. The school evaluates its strengths and weaknesses well. It has created a good development plan which is leading to rapid improvements in the school. Governors were involved effectively in the creation of this plan and parents' ideas were included. Some governors scrutinised the way literacy is taught in the school and then successfully explained to the others what they had seen. This means that all governors receive clear information about what is going on in the school. The headteacher, senior teacher and subject leaders manage the school well. Subject leaders have analysed pupils' test results and their work effectively, which means that most pupils achieve well. The school had an above average underspend last year which was saved to pay for improvements to the building and playground. Overall the school gives good value for money.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Thank you for helping us to find out about your school. I enjoyed watching you learn and talking to you. It was interesting to talk to your teachers and watch a celebration assembly. What I thought was good about your school: - You work hard in your lessons and teachers encourage you to do your best. - Mostly you are kind to each other and older pupils look after younger ones well. - Teaching assistants care for you and help you to do good work. - Your headteacher has very clear ideas about ways to improve the school. - The school council is a good way for you to suggest ideas to improve the school. - 'Big Writing Days' are helping you to improve your writing. I have asked your school to look at how they can make things even better. The most important things are: - Make sure that more able pupils in Years 1 and 2 do even better in English, mathematics and science; - Improve the number of days that all pupils come to school. I hope that you will help teachers by listening to them carefully. Keep up the good work at Coton-in-the-Elms C of E School.