



# Cottesmore Primary School

## Inspection Report

**Unique Reference Number** 120041  
**Local Authority** RUTLAND  
**Inspection number** 291611  
**Inspection dates** 30–31 January 2007  
**Reporting inspector** Paul Weston HMI

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

|   |                    |                         |                   |
|---|--------------------|-------------------------|-------------------|
| <b>Type of school</b>                     | Primary            | <b>School address</b>   | Cottesmore        |
| <b>School category</b>                    | Community          |                         | Rutland           |
| <b>Age range of pupils</b>                | 4–11               |                         | LE15 7BA          |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01572 812278      |
| <b>Number on roll (school)</b>            | 179                | <b>Fax number</b>       | 01572 812326      |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Mrs Jane Bews     |
|   |                    | <b>Headteacher</b>      | Mrs Carol Jamison |
| <b>Date of previous school inspection</b> | 4 March 2002       |                         |                   |

|                  |                         |                          |
|------------------|-------------------------|--------------------------|
| <b>Age group</b> | <b>Inspection dates</b> | <b>Inspection number</b> |
| 4–11             | 30–31 January 2007      | 291611                   |

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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

This school serves the RAF and navy base, the village of Cottesmore and a number of smaller surrounding villages. A higher-than-usual proportion of pupils do not spend the full seven years in the school due to the frequent relocation of service families. The number on roll has reduced significantly since the previous inspection in 2002 due to circumstances beyond the school's control. Pupils are mostly from White British backgrounds with very few in the early stages of learning English as an additional language. The number of pupils claiming free school meals is below average. The proportion of pupils with learning difficulties and disabilities is similar to that in most schools but there are more with statements of educational need. Pupils' attainment on entry to Reception is generally around that expected. The school has received national awards for Healthy Schools, Active Mark and Investor in People in recent years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which offers a good quality education to pupils. It provides good value for money. From Reception onwards, pupils' personal development and well-being and academic progress are good. This is because teaching and learning, the curriculum and the care, guidance and support provided for them are all of good quality. The school is clearly enjoyed by almost all pupils and appreciated by the large majority of parents. As one parent reported, 'My son looks forward to attending school each and every day.' Pupils generally behave very well and are confident because of positive, supportive relationships with staff and purposeful, interesting teaching. High quality personal and academic support helps most pupils to become keen and happy learners. Opportunities to use information and communication technology (ICT) to support learning in all subjects are restricted by the equipment available. In addition, opportunities for cultural development are not broad enough.

Provision in the Foundation Stage is good. Good teaching in the Reception class helps children to make good progress from their starting points. Most pupils continue to make good progress in the rest of the school. By the end of Year 6, standards are above average overall in English, mathematics and science. However, test results in writing lag behind those of other subjects. In most lessons, teachers plan carefully to meet differing needs. Teaching assistants give good support, especially when they are working with small groups of pupils. The school copes successfully with the regular changes to classes when parents and their children are posted elsewhere. Pupils who join the school during the year are given very good support and this helps them to settle and achieve as well as the other pupils.

The school has an accurate view of its effectiveness. Leaders have a realistic view of strengths and weaknesses through checks on teaching and learning and pupils' achievement. Staff make good use of information about how well pupils are doing to identify those that need extra help and challenge the more able. However, the way that staff mark pupils' written work and how they use individual targets does not always sufficiently help pupils understand their next steps in learning. Good management has effectively steered the school through recent difficult times. Good leadership has successfully raised standards and this shows that the school's capacity to improve is good. There is an enthusiasm and capability to drive the school forward. Governors work well with the school and provide good support for its work. There has been good improvement since the last inspection.

### What the school should do to improve further

- Ensure marking of written work consistently provides pupils with very clear, individual guidance about their next steps in learning.
- Increase and improve the resources for ICT so that they can be regularly used to enhance pupils' learning in all subject areas.
- Provide more opportunities for pupils' cultural development, particularly so that they understand better what it is to be part of multicultural Britain, and an international citizen.

## **Achievement and standards**

### **Grade: 2**

By the start of Year 1, most children are meeting or exceeding the expected levels for their age, although there is some variation year on year. The school effectively targets support at an early stage to improve areas of need. As a result, most pupils make good progress and by the end of Year 2 standards are above average. In 2006, attainment at the end of Key Stage 1 was lower than the exceptional outcomes of the previous year. Although standards remained above average in reading and mathematics, they were below in writing. This was because of the lower attainment by some boys. Throughout Key Stage 2, most pupils make good progress in relation to their capabilities. In 2006 standards at the end of Year 6 were well above average in English and science. They were above average in mathematics. A number of pupils made outstanding progress and most targets were exceeded. This is only made possible because the school does not allow high mobility to affect pupil progress. The achievements of pupils with learning difficulties are similar to those of all pupils. More able pupils are appropriately challenged and increasing numbers are reaching the higher levels. Since the last inspection, standards throughout the school have steadily risen. Although standards are generally high in English, there is a disparity between reading and writing. The school has made a good start in closing this gap but knows there is still more to be done, particularly by creating further opportunities to improve writing across the curriculum.

## **Personal development and well-being**

### **Grade: 2**

Personal development and well-being are good. Almost all pupils have very good attitudes to learning and most enjoy school very much which results in their very good attendance. Behaviour around the school and in lessons is generally very good, despite the very occasional incident of bullying which pupils say is dealt with quickly and is not a problem for them. Behaviour in the dining room is less good due to the length of time some pupils have to wait for their meals with nothing to occupy them. Pupils feel safe and know who to go to if they are worried about anything. Pupils from an early age are developing an understanding of what it is to be healthy through the good provision made by the school. Pupils are learning to be responsible and contribute to the school community through the school council, and are taking on specific roles in school such as supervising and helping younger pupils, recycling, and distributing fruit. Contribution to the wider community is satisfactory, mainly through a number of fund raising events. Overall, social and moral development is good, with pupils grasping well such issues as peer pressure. Spiritual and cultural development are satisfactory due to fewer opportunities being provided for their development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Most lessons are well planned, are interesting and provide sufficient challenge for pupils. Teachers are clear about what they want pupils of different abilities to learn. They provide different tasks and support to enable pupils to achieve this. Learning is often interesting and helps pupils to succeed. This gives them further enthusiasm. This is exemplified in a Year 2 technology lesson where one young girl excitedly exclaimed 'This is really fun! I'm enjoying this!' as she successfully squeezed juice out of an orange. Supportive relationships and effective classroom management means that most pupils behave well in lessons. These positive attitudes contribute significantly to the good progress being made. Teaching assistants support small groups so that differing needs are met well. Although teachers set class or group targets, they do not always refer to these in their teaching or marking. In addition, although marking is regular, it often praises without giving pupils enough guidance on the next steps to improve their work. Consequently, pupils are not as clear as they might be about how well they are doing or what they need to do to improve further.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum and other activities available to pupils are good. The organisation of the curriculum through topics and projects provides interesting contexts in which to learn and apply knowledge of different subjects. In addition, the school has made a very good start in introducing French into Years 3 and 4. Curriculum provision is regularly reviewed. There are good opportunities in the personal, social and health education programme for developing healthy lifestyles, knowing about staying safe, rights and responsibilities and moral development. Opportunities for spiritual and cultural development are not broad enough, in particular to enable pupils to develop as international citizens and those of multicultural Britain. Opportunities to develop using ICT to support learning are restricted by the low numbers of reliable computers for pupils' use. The school recognises this and has clear plans to remedy this problem. There is an increasingly wide range of extra curricular activities, some suggested by the school council, which a good number of pupils take up. Visits and visitors to the school also enhance learning, enjoyment and physical health. Lessons and extra curricular activities provide pupils with lots of opportunities to work in pairs and groups and develop socially as well as contributing to their teamwork skills.

### **Care, guidance and support**

#### **Grade: 2**

The school cares for its pupils well. Staff are vigilant and ensure that pupils are safe in school. Pupils know who to go to if they have a problem or feel upset or angry about something and the 'school friend' system and 'quiet room' support this well. Child

protection and risk assessment procedures are carried out appropriately. The headteacher reports that there have been no racial incidents. Pupil's healthy lifestyles are promoted well. Pupils' progress is tracked regularly and guidance given which contributes to their good achievement and their reaching challenging targets. The 'tracker book' is a particularly helpful initiative. Parents are kept informed of their child's progress through comprehensive reports and review meetings and the school welcomes parents onto the site for discussion at any time. Pupils with learning difficulties and disabilities and those who are gifted and talented are properly identified and receive good support. The support of a large range of external agencies is sought to supplement the school's provision. The many pupils who enter the school at times other than the beginning of the academic year are carefully helped to settle in and quickly resume their learning at the most appropriate level.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good at all levels. The headteacher, with good support from her senior management team and governing body, has successfully managed falling rolls, the closure of the Nursery, staff reductions and addressed associated budgetary issues. She has successfully raised morale and moulded a motivated and cohesive team. The school has emerged effectively through a period of change and can now 'see the light at the end of the tunnel.' School leaders have yet to establish a clear vision to inform the next phase of the school's development and share this explicitly with parents and other stakeholders. Good leadership is based on effective school self-evaluation. Better tracking, assessment and targeting of pupils has led to better teaching and improved progress for pupils. Analysis of assessment data has enabled the school to determine where its strengths and weaknesses lie. This information is being used well to bring about improvement. There is a good understanding of what still needs to be done. For example, the current curriculum review is serving as a good vehicle for further subject leader development. Governance is good. Governors are enthusiastic, knowledgeable and committed to the school. They are involved well in making decisions, self-evaluation and the school improvement process. Resources are used efficiently and effectively. However, financial restraints have prevented the school from maintaining and improving key equipment and materials. For example, there has been little investment in computers recently. The school communicates regularly with parents and the views of pupils and parents are actively sought. The vast majority express high levels of satisfaction with the school, although a small proportion believes the school could improve its response to their concerns and suggestions.





## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress                              | 2 |

### Personal development and well-being

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

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 2 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 2 |
| <b>How well are learners cared for, guided and supported?</b>   | 2 |

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

1 February 2007

Dear Children,

Cottesmore Primary School, RAF Station, Cottesmore, Oakham, Rutland, LE15 7BA

Thank you for welcoming us so well to your school. We very much enjoyed our time talking with many of you. It was good to hear how much you enjoy school. You told us that you think it is a good school and we agree. Most of your parents and carers also told us they really like your school and feel you learn well. You work hard in class and this is because, as some of you told us, your teachers make their lessons interesting and fun. This is helping most of you to make good progress. All adults look after you really well and you feel safe and secure in school. We really liked the way that older pupils play with younger ones and how most of you get on well together. You also told us that you enjoy all the extra activities that are provided. For example, there is a good range of sports clubs, trips out of school and visitors into school. You also have some good ideas about how the school can improve.

Your headteacher and staff know exactly what needs to be done to make the school better. Here are the most important things that we have discussed that need to improve.

- All your teachers need to let you know how well you have done when they mark your written work and give you good ideas about what you need to do next to help you do even better
- The leaders of the school need to provide you with more computers to help you with your work
- Your teachers should help you find out even more about the different cultures that are here in this country and throughout the world.

We feel certain that everyone at the school will continue to work hard to help you learn in the future. You have some challenging targets for 2007. Best wishes and good luck for the future.

Yours sincerely

Paul Weston and Pam Haezewindt

Her Majesty's Inspectors