

# Coton Church of England (Voluntary Controlled) Primary School

## Inspection report

<b>Unique Reference Number</b>	110786
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	325220
<b>Inspection date</b>	23 October 2008
<b>Reporting inspector</b>	Godfrey Bancroft

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	109
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	7
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs P Taylor
<b>Headteacher</b>	Ms Jenny Maguire and Mrs Margaret Guest
<b>Date of previous school inspection</b>	15 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Whitwell Way Coton Cambridgeshire CB3 7PW
<b>Telephone number</b>	01954 210339
<b>Fax number</b>	01954 210623

<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of measures taken to improve standards in writing and in investigative work in mathematics
- the impact on pupils' learning of the increased focus on the use of information and communication technology (ICT) across the curriculum
- pupils' knowledge of the progress they are making and how well informed they are about how to improve their work.

Inspectors gathered evidence from lesson observations, discussions with pupils, staff and governors, an analysis of pupils' work and an analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school serves the villages of Coton and Madingley to the west of Cambridge. The percentage of pupils eligible for a free school meal is much lower than usual. The proportion of pupils who come from minority ethnic groups is broadly average. The number for whom English is not their first language is below average but rising steadily. Children in the Early Years Foundation Stage (EYFS) are taught in a mixed age Reception/Year 1 class. Attainment on entry to the Reception class is close to that expected for four year olds, although it covers a broad spectrum and often varies from year-to-year. The percentage of pupils who have learning difficulties and/or disabilities is very low, although the percentage with a statement of special educational needs is higher than usual. The school has the Basic Skills Quality Mark, Active Mark and Healthy Schools status.

A pre-school group, breakfast club and after school club operate on the school site. The school's governing body does not have responsibility for managing this provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school, of which pupils, parents, and the community are justifiably proud. One parent voiced the views of many in saying, 'Coton Primary is at the heart of the community and my daughter is passionate about everything she does at the school.' Parents also make an outstanding contribution to their children's learning and in the ways in which they support the school. For example, they made significant contributions to the building of the 'trim trail' and the magnificent new computer suite.

Provision for children in the EYFS is outstanding. Pupils, including those who face particular learning difficulties, achieve exceptionally well, often making excellent progress from their various starting points. A strong pattern is emerging at the end of Year 2 where standards in reading, writing and mathematics are consistently above average and at times well above. A similar pattern is evident for standards in English, mathematics and science at the end of Year 6. In some years, such as 2007, standards have been exceptionally high. Even so, the school is not complacent and a recent focus on pupils' writing and their investigative work in mathematics is helping to ensure that current pupils are on course to attain high standards and make exceptional progress in the future. The school's assessments and the work in pupils' books confirm this picture.

The school contributes very effectively to community cohesion, although the school's policy is a work in progress and is not yet complete. Pupils are eager to participate in village events. Excellent links with a school in North London help pupils to gain an understanding of those who come from different backgrounds, beliefs and traditions. The issue raised by the last inspection has been addressed successfully by maintaining a very strong focus on pupils' social and emotional development, to the extent that personal development and well-being, including spiritual, moral, social and cultural development are outstanding. Pupils show an excellent understanding of the importance of eating healthily. Strong links with the local sports college also help to ensure that pupils enjoy taking plenty of exercise. They are eager to take responsibility. For example, older pupils provide superb support for the younger ones when they listen to them read. The good social skills they acquire and the academic standards they attain ensure they are well prepared for the future. Attendance is above average.

Care, guidance and support are also outstanding. Pupils are safe and secure and procedures meet with current regulations. Arrangements to check on pupils' progress are well established and understood by all staff. This means that any pupils not making the progress expected of them are spotted at an early stage and staff are well placed to take supportive action. The school has a variety of effective mechanisms to ensure pupils are well informed about the progress they are making and how to improve their work. This proves to be a great help in making certain that pupils are well motivated.

Teaching and learning are outstanding. The school rightly describes pupils as enthusiastic learners. This is because they find lessons exciting and interesting. One pupil was spot on when he said, 'Our lessons are fun. I think they are simply the best.' Teachers have high expectations and make lessons challenging. They use questions and discussions very effectively to extend pupils' understanding and to make them think for themselves. For their part, pupils gather their thoughts logically and express themselves clearly. The curriculum is also outstanding. The school is rightly proud of its provision for the arts and music. Pupils in Years 3 and 4 are taught French and those in Years 5 and 6 learn Spanish. There is also a good range of additional

activities and educational visits, including residential visits for all the pupils in Key Stage 2. Significant developments have taken place in the use of ICT to make pupils' learning more interesting and challenging. Staff and pupils have embraced these changes with relish and pupils use and understanding of modern technologies makes a valuable contribution to their progress.

Leadership and management are outstanding. The two joint headteachers operate in partnership, an arrangement that works exceptionally well. Together they have galvanised the whole staff into a dedicated and skilful team and are constantly seeking ways to make the school even better. The school evaluates its own performance thoroughly and accurately. The Governors are great advocates for the school and are very knowledgeable about its work. They are involved fully in evaluating the quality of provision and in holding the school to account for its work. The school's capacity for improvement based on the progress pupils make and the willingness of leaders to embrace change is outstanding.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

The excellent management, stimulating curriculum and rich environment provided for children in the EYFS captures their imagination in a lively and vibrant manner. As a result, the children are excited about learning and make outstanding progress. All the adults work well together to provide a secure environment that allows the children to explore and learn. There is a good balance between adult led and free activities, with adults quickly spotting areas where intervention is needed in order for the optimum progress to be made. Assessment and tracking procedures are well established with a close involvement of the parents to improve the quality of learning. The children behave very well and understand the expectations of them. They know the importance of sharing equipment. However, they are sometimes happier to work on their own and some do not always contribute as much as they might during group activities. The children are beginning to understand the importance of keeping fit through regular exercise and eating healthily. Currently the limitations of the designated outdoor area are overcome by the imaginative use of other parts of the school grounds. By the end of the Reception year, most children reach standards that exceed those expected for their age.

### **What the school should do to improve further**

- Complete the policy required to underpin the already exceptional work of the school in promoting community cohesion.
- Enlarge and develop fully a dedicated outdoor learning area for the EYFS.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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



## Annex B

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

24 October 2008

Dear Pupils

Inspection of Coton Church of England Primary School, Cambridgeshire, CB3 7PW

You may recall that we visited recently to inspect your school. We would like to thank you for giving your time to tell us about your work and the things you enjoy. We know you and your parents and carers think highly of your school. We think you have an outstanding school of which you can be justifiably proud.

Your teachers are very skilful at giving you all the help you need, especially those of you who sometimes find learning hard. All the staff take excellent care of you and make sure you are safe. These are the main reasons why so many of you make exceptional progress. You also make a significant contribution to your success. You behave really well, work hard in lessons and invariably rise to the challenges your teachers set. Your parents also deserve praise for the ways in which they help you to learn and the support they provide for the school.

Your headteachers and governors are always looking for ways to make your school even better. With this in mind we are asking them to do two things. Firstly, they need to complete the documents that explain how you have become so good at contributing to your community and understanding about people who come from different backgrounds and cultures. Secondly, they need to find ways of providing the youngest children with their own area to play and work outdoors, and build on the learning experiences they already have in your beautiful school grounds.

We wish you well in the future and are confident that you will continue to work hard and be successful.

Yours sincerely

Godfrey Bancroft

Lead inspector