

Cubbington C of E Primary School

Inspection report

Unique Reference Number	125660
Local Authority	Warwickshire
Inspection number	340813
Inspection dates	19–20 November 2009
Reporting inspector	Alwyne Jolly

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

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	201
Appropriate authority	The governing body
Chair	Jeff Quantrill
Headteacher	Denise Thompson
Date of previous school inspection	8 May 2007
School address	Church Hill Cubbington Leamington Spa
Telephone number	01926 422967
Fax number	01926 831596
Email address	admin3144@we-learn.com

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors who visited eight lessons, and held meetings with governors, staff, groups of pupils and senior leaders. They observed the school's work, looked at pupils' books, the single integrated development plan, curriculum documents, assessment information and monitoring records. Fifty five parents responded to the inspection questionnaire. The school has Healthy Schools and Activemark accreditation.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- varying levels of attainment in national tests from different cohorts of pupils
- the level of progress made in Years 1 and 2
- how teachers match work to the different abilities of pupils
- the quality of marking, target setting and provision for the most able.

Information about the school

This smaller than average primary school is situated in a village on the outskirts of Leamington Spa. Most pupils come from the village but some are from outlying villages. Almost all pupils are of White British background. Although the proportion of pupils who have special educational needs and/or disabilities is average, the percentage of pupils who have statements of special need is well above average. An external provider manages extended provision before and after school.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which cares very well for its pupils. It was judged as good in 2007 and continues to make sustained progress despite some fluctuations in attainment at the end of Year 6. This was due to staff absence and high mobility in particular year groups. The most recent test results and current work confirm that pupils are making significant progress to achieve above average standards. Arrangements to safeguard pupils are thorough and pupils emphasise how safe they feel in school. This contributes to the clear sense of enjoyment in their learning which is reflected in above average attendance. One parent commented, 'Each day my daughter goes to school happy and returns happy. The caring and supportive nature of the school means she feels safe and valued'.

Pupils' behaviour is outstanding. They are highly self-motivated, courteous and display very positive attitudes to school. They respond exceptionally well to the school's effective efforts to promote their spiritual, moral and social development, although their awareness of the other cultures that make up the modern United Kingdom is less developed than of their own. Provision and outcomes for children in the Early Years Foundation Stage are effective because the staff have a good appreciation of the children's needs. This is particularly the case for more able pupils, who progress well in Years 3 to 6 as a result of more focussed teaching. Progress is satisfactory in years 1 and 2 but less rapid. This is because pupils' needs are addressed less specifically in lessons and they are often given insufficient guidance on how to improve.

Teaching is good overall and is built on very good relationships and a well-balanced traditional curriculum. Effective teaching of basic skills and good transition arrangements to high schools mean pupils are well prepared for their future economic well-being. They enjoy a good range of sporting activities and respond to the school's highly effective promotion of healthy living.

Leadership and management are effective and the school provides good value for money. The senior leadership and governing body have an accurate picture of the school's strengths and weaknesses. They have sustained the school's good performance since the last inspection report and have the drive and determination to develop the school further. Therefore, the school's capacity to improve is good.

What does the school need to do to improve further?

- Improve the progress of pupils in years 1 and 2 by ensuring:
 - work in Year 1 builds on what has already been achieved in the Early Years

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

Foundation Stage

- pupils' work is well matched to their range of abilities and needs
- pupils receive clear guidance on how to improve when their work is marked.
- Increase pupils' awareness of other cultures in the United Kingdom today.

Outcomes for individuals and groups of pupils

2

Most pupils make good progress because they are motivated by lively teaching that engages their interest. They work with enthusiasm and exemplary concentration both in groups and independently. They enjoy their lessons because as one Year 6 pupil commented, 'Teachers make work interesting and it is fun to learn'. Pupils have excellent attitudes to learning that are reflected in outstanding behaviour. Pupils enjoy physical activities with a high number taking part in extra-curricular sports clubs. Younger pupils benefit from the provision of free fruit and milk which all helps to promote an excellent understanding of a healthy lifestyle.

The quality of learning and performance in the classrooms is satisfactory in years 1 and 2 so that standards are broadly average in Key Stage 1. This is because teaching does not build sufficiently on the good start pupils make in the Early Years Foundation Stage. The specific needs of different ability groups are not fully addressed so their attainment is not as high as it could be.

As a result of well focused teaching in years 3 to 6, all groups of pupils achieve well. For example, by the time the Year 6 left school in summer 2009 a high percentage of pupils had achieved the higher Level 5 in all subjects in the national tests. This indicates that able pupils are making better progress than at the time of the last inspection. Pupils who have special educational needs and disabilities achieve appropriately due to the good, well targeted support they receive from teachers' assistants.

The school, situated next to the Church and in the heart of the village, is involved in many local activities, such as concerts for the elderly and the Mother's Union, making a positive contribution to both the local community and its spiritual heritage.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall but this masks some variation. The best lessons have very clear learning objectives and are well planned for a range of abilities. This is more evident in years 3 to 6 (Key Stage 2) than for younger pupils, explaining the faster rate of progress by their older counterparts. Regular, thorough marking of their work gives pupils in Key Stage 2 a very clear indication of what they must do to improve. In contrast, pupils in Key Stage 1 are less clear about what they need to do to achieve their best.

The curriculum is planned effectively so that all subjects are taught fully and discreetly over the time pupils are at school. This builds well on a stimulating Early Years curriculum. The school purchases the services of a specialist music teacher for one and a half days a week and this ensures that there are particularly good enrichment opportunities in music, which support the choir and orchestra; this is in addition to the wide range of sporting activities. The school has good links, particularly in sport, with the main high school, to which pupils transfer; this eases their transition. They also benefit from specialist advice from key staff at a nearby special school concerning pupils with special educational needs and/or disabilities. This is particularly valuable as the school has a high percentage of pupils who have statements of special educational needs.

Since the last inspection, good assessment and tracking systems have been developed to enable teachers to identify pupils' areas of weakness and provide staff with specific strategies to raise attainment. However, some pupils are a little vague about what they need to do to achieve their best and the school is aware what it must do to give pupils clearer targets to help them improve. In contrast, the arrangements for pupils' care are exceptionally good so they all feel safe, guided and supported.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2

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	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The head teacher provides strong leadership, ensuring good performance has been maintained in almost all aspects of school life. She has undertaken effective and accurate self-evaluation, which has identified the school's strengths and weaknesses. There has been a good focus on improving classroom practice by setting challenging targets in order to maintain and improve standards. Monitoring of teaching, learning and provision is regular but, at times, lacks the rigour to clearly outline what needs to be done to remedy weaknesses. Individual governors monitor the teaching and curriculum in subject areas by listening to curriculum presentations and making focused visits to school which are reported to the full governing body. The governors give effective support and also challenge the senior leadership in the best interests of the school. This necessary critical role has been important as the school has steered itself away from a budget deficit. They have a good understanding of how the school works and how they would like it to develop, particularly to avoid the negative aspects of a split site. Safeguarding requirements were fully met at the time of the inspection.

Regular newsletters and workshops ensure parents are kept well informed about educational developments and school events. Pupils spoke very positively about how they feel everyone in the school has an equal chance and that no discrimination is evident or tolerated.

The school is part of a cluster that has clear plans to develop community cohesion. It is hoping to form links with a school in inner city Coventry and in Spain in order to widen pupils' experiences and to give them a national and international dimension. These plans are at an early stage and have not yet had any impact on pupil perception of the richness and diversity of life in both multi-cultural United Kingdom and the world beyond.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle into the Reception class quickly because teaching is good and the staff show a high standard of care. They learn quickly to behave considerately and how it is important to be safe. Children make good progress through the Early Years Foundation Stage so that they meet or exceed the early learning goals set for them in most areas of learning. They form good relationships with all adults and are able to concentrate well on extended play activities. There is good, well planned, outdoor provision. However, although there is a range of bikes and large play equipment, the resources are not always equally as engaging for all groups of children.

The Foundation Stage Leader uses her good knowledge of this age group to plan activities effectively in order to meet the children's range of needs and enable them to achieve their learning goals. She uses assessment information analytically to both influence what children will learn in the future and identify strengths and remedy any weaknesses. Other adults are deployed well. Links with parents are strong, summed up by one who commented 'The school has a family atmosphere with constant support given'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers are happy with their children's experience of school. They are particularly positive about the way the school promotes a healthy lifestyle. A small minority felt the school did not meet their children's particular needs and some reference was made to the provision for more able pupils. Inspectors judged work was generally well directed for more able pupils in Years 3 to 6, but that occasionally it was not focused enough on the needs of younger, more able, pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cubbington C of E 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 13 statements about the school. The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	67	16	29	1	2	0	0
The school keeps my child safe	30	55	22	40	2	4	0	0
The school informs me about my child's progress	14	25	33	60	5	9	0	0
My child is making enough progress at this school	15	27	32	58	4	7	0	0
The teaching is good at this school	23	42	30	55	1	2	0	0
The school helps me to support my child's learning	16	29	28	51	7	13	0	0
The school helps my child to have a healthy lifestyle	21	38	33	60	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	24	30	55	3	5	0	0
The school meets my child's particular needs	14	25	29	53	9	16	0	0
The school deals effectively with unacceptable behaviour	18	33	26	47	3	5	0	0
The school takes account of my suggestions and concerns	18	33	29	53	2	4	0	0
The school is led and managed effectively	31	56	20	36	2	4	0	0
Overall, I am happy with my child's experience at this school	26	48	26	48	1	2	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



21 November 2009

Dear Pupils

Inspection of Cubbington C of E Primary School, Leamington Spa, CV32 7JY

Thank you very much for your warm and friendly welcome during the recent inspection of your school. It was a pleasure to meet you all. Your questionnaires and the many conversations we had with you were extremely helpful.

You told us Cubbington is a good school and we agree. From the moment we arrived we were impressed by your outstanding behaviour. You are polite and courteous and work hard in lessons. You get on well with your teachers and, as a result, you are making good progress in your work. The school works very hard to make sure you are safe and well cared for and that you get the help you need to do well. You also have lots of opportunities to keep fit and stay healthy.

You have hardworking teachers, caring adults and dedicated governors at your school and so we have asked them to make your learning even better by addressing two issues:

Improve the progress made by those of you in years 1 and 2 by ensuring your work in Year 1 follows on from what you have learnt in Reception, that the tasks you are given are the right ones for your abilities and needs and that you get helpful advice on how to improve when your work is marked.

You are helped to learn about the other cultures that make up the United Kingdom today.

You can also help by continuing to work hard and concentrate in all your lessons.

I hope you enjoy all the end of term celebrations.

Alwyne Jolly

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.