

Cutnall Green C of E First School

Inspection report

Unique Reference Number	116875
Local Authority	Worcestershire
Inspection number	312433
Inspection dates	21 November 2007
Reporting inspector	Alison Cartlidge

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

Type of school	First
School category	Voluntary aided
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	67
School	
Appropriate authority	The governing body
Chair	James Goodwin
Headteacher	Susan Rudd
Date of previous school inspection	11–13 October 2004
School address	School Road Cutnall Green Droitwich Worcestershire WR9 0PH
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The pupils come to the school from the village of Cutnall Green and the surrounding area. Most children's attainment is within the levels expected for their age when they start in the Reception Year. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Most pupils are from a White British background and very few are entitled to free school meals. The school takes pupils up to the end of Year 4. The headteacher was appointed in September 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Most parents are delighted that their children enjoy coming to this good school. One parent spoke for many by saying, 'I would recommend this school to anyone.' Good teaching in all year groups enables pupils to achieve well. Children make a good start in the Reception Year, where interesting activities make them keen to learn. Good progress continues throughout the school, leading to above average standards by the time pupils leave at the end of Year 4. Whilst pupils do especially well in English, not all pupils, particularly the more able, do as well as they could in mathematics. This is because teachers do not always match work closely enough to the differing needs of these pupils. Teachers and teaching assistants support those with learning difficulties and/or disabilities well in most lessons and, as a result, most learn quickly.

Pupils appreciate the way that members of staff value and reward their good work and they respond positively by trying hard and behaving well. They are exceptionally knowledgeable about the importance of exercise and are very competitive about bringing healthy lunches to school. They contribute to the community well by writing articles in the parish newsletter and by working together sensibly. A good range of visits contributes successfully to pupils' thorough enjoyment of school and enhances the satisfactory curriculum well. Whilst the school is endeavouring to make the curriculum more interesting by combining subjects into themes, some pupils cover topics more than once, repeating some work. In addition, there are too few opportunities for pupils to practise their numeracy skills in purposeful contexts.

Good care, guidance and support enable pupils to know how to stay safe and ensure that they are involved in checking how well they are doing. Pupils' attendance is very good because they feel free from oppressive behaviour and know that they can 'speak to the teacher' if they have any concerns. The school prepares pupils well for the next stage of their education by enabling them to make good progress in developing personal and academic skills.

The new headteacher is working well with other members of staff and governors to make the school even better. There are suitable plans to analyse information on pupils' progress more thoroughly to ensure that all pupils learn quickly. The school has good partnerships with parents and outside agencies that support the pupils' well-being successfully. As one parent said, 'It is a very caring school and all members of staff are approachable and friendly.'

Effectiveness of the Foundation Stage

Grade: 2

Good teaching ensures that children in the Reception Year make good progress. Children benefit enormously from working in a small group and, by the start of Year 1, most are working securely at or beyond the levels expected for their age. Teaching is especially successful in communication, language and literacy and children have a very secure knowledge of different letter sounds. There is a good pace to learning in most lessons, but there are occasions when there is not enough challenge for the most able children. This happens most often when the whole class is working on the same task together. Despite restrictions in the accommodation caused by building work, the good curriculum includes a wide mix of activities. Calm

and sensitive support from adults ensures that children settle quickly and develop confidence and independence, for example, children self-register in the morning and select sensibly from a good choice of activities. The school has correctly identified the need to develop its assessment procedures so that progress can be more effectively monitored throughout the year.

What the school should do to improve further

- Ensure that teachers consistently match work to pupils' differing needs in mathematics.
- Improve the curriculum so that pupils do not repeat topics and have more opportunities to practise their numeracy skills.
- Improve the way leaders use information on how well pupils are doing to check that all pupils are making good progress.

Achievement and standards

Grade: 2

Good progress throughout the school, including in the Reception Year, leads to above average standards and good achievement by the end of Year 4, with well above average standards in English. Reading is a particular strength with various successful teaching methods helping pupils to learn very quickly. Writing has been a priority for development and pupils have started to use interesting vocabulary in their work. In English, many Year 4 pupils are already working within the level expected for pupils in Year 6. In mathematics, whilst standards are above average and most pupils achieve well, not all learn as quickly as they could because teachers do not consistently provide them with work that matches their needs closely enough. When this happens, the progress slows of either the more able or sometimes the least able pupils. Teachers and teaching assistants support pupils with learning difficulties and/or disabilities well most of the time, enabling most of them to make good progress. The school sets and reaches realistically challenging targets for pupils' standards at the end of each year.

Personal development and well-being

Grade: 2

Pupils are justifiably proud of their school and the way it enables them to become responsible young citizens. Their good attitudes contribute well to the good progress made in most lessons. Pupils are hardworking and enthusiastic and their thorough enjoyment of school is evident in their good attendance. They are keen to do their best, although occasionally some pupils become inattentive when the teacher talks for too long.

From starting school in the Reception Year, children soon learn to get on well together. In Years 3 and 4, pupils plan their animation projects together amicably. Pupils behave well, following the school behaviour code carefully. They contribute well to the community and enjoy taking responsibility, for example, when older pupils provide a tea party for their parents. The school council represents the views of pupils well and councillors are proud that they helped to interview the new headteacher. Pupils show their concern for the needs of others by raising funds for various charities. Pupils develop a satisfactory understanding of cultures other than

their own with support from visiting speakers and by following the travels of 'Barnaby Bear'.

Pupils have a good understanding of how to stay safe and they adopt healthy lifestyles exceptionally well by striving for 'gold stars' for having the healthiest lunchbox and by taking part in various sporting activities. Pupils explain clearly how to avoid danger whilst building work is taking place on the school hall and they know how to take care crossing the busy road near the school.

Quality of provision

Teaching and learning

Grade: 2

Teachers use resources such as interactive whiteboards well to engage and motivate pupils. Interesting work helps to ensure that pupils are keen to do their best. In Years 1 and 2, for example, pupils learnt about measuring in centimetres by making paper skeletons. Teachers explain what pupils are to do clearly, and use questioning successfully to encourage pupils to think for themselves. Teachers usually plan challenging work, although in mathematics work does not always match differing needs well enough, especially for the more able pupils. Throughout the school, teaching assistants provide valuable support for groups of pupils, including those with learning difficulties and/or disabilities.

A few parents raised concerns about homework. Inspectors agree that the provision for homework varies and is not consistently good in all classes.

Curriculum and other activities

Grade: 3

Pupils have good opportunities to use their literacy and information and communication technology (ICT) skills across the curriculum; for example, pupils in Years 3 and 4 are encouraged to write imaginative storylines for a short animation. The school is aware that there are comparatively few opportunities for pupils to practise their numeracy skills in different subjects. There are detailed plans for each term, but there are occasions when pupils repeat topics during their time at the school, lessening their interest. The curriculum for children in the Reception Year is good because it ensures good coverage of all areas of learning.

Enrichment of the curriculum is very good and contributes greatly to pupils' enjoyment of school and their willingness to learn. Visits and visitors help to bring subjects alive. As a part of their history topic, for example, pupils have taken part in an archaeological dig. Pupils are encouraged to maintain their health and fitness through a very good range of sporting activities and clubs that include bell boating, tag rugby, table tennis and football.

Care, guidance and support

Grade: 2

Parents are right to be pleased with the way the school cares for the pupils. All members of staff are kind and caring and they genuinely have the pupils' best interests at heart. Consequently, this is a happy school where pupils feel safe and secure. Pupils know that they always have someone to turn to if they have a concern.

There are thorough systems for monitoring pupils' progress in English and mathematics. Pupils have clear individual targets that help them to understand how to improve. The school is improving systems used in science, so that teachers can check pupils' progress more frequently. Pupils with learning difficulties and/or disabilities have clear education plans for improvement. However, records and assessments kept on some activities are not thorough enough to be able to check the impact of support given.

Leadership and management

Grade: 2

The headteacher, subject leaders and governors work together well to improve provision and pupils' progress. The school's systems for self-evaluation are good overall. There is a shared understanding of the school's strengths and clear priorities for whole-school development. Information collected on pupils' progress aids the setting of realistically challenging individual targets. The headteacher is aware that information collected is not analysed in sufficient detail to ensure that all pupils are doing consistently well.

The school shows that it has a good capacity to improve because action taken since the last inspection has maintained good standards and improved provision for ICT. Recent strategies to improve pupils' writing have been successful. Governance is good. Governors are keen and involved in all aspects of the school's work. They ensure that effective use is made of the school's resources and are aware of the need to monitor school effectiveness more formally.

There are strong links with parents, and a friendly and welcoming atmosphere supports pupils' personal development well. The school has continued to run smoothly, despite extensive building work.

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

22 November 2007

Dear Children



Inspection of Cutnall Green C of E First School, Droitwich, WR9 0PH

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a good education.

Here are some things about your school.

- You make good progress and reach above average standards but some of you could learn more quickly in mathematics.
- Children in the Reception Year settle quickly and learn letter sounds especially well.
- You behave well, are polite and keen to keep healthy.
- Teaching is good and members of staff explain what you are going to learn clearly.
- You study a suitable range of things in lessons and have exciting visits and clubs.
- The adults in the school care for you well.
- Your headteacher, other teachers and governors are working hard to make your school even better.

What we have asked your school to do now.

- Give you work in mathematics that is neither too easy nor too hard.
- Make sure that you do not repeat topics and have more chance to practise your numeracy skills.
- Check up on how well you are doing more thoroughly so that you all make good progress.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely

Alison Cartlidge
Lead inspector