

Cutnall Green C of E First

Inspection report

Unique Reference Number	116875
Local Authority	Worcestershire
Inspection number	358046
Inspection dates	8–9 September 2010
Reporting inspector	Clive Lewis

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	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Alan Fisher
Headteacher	Susan Rudd
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, including lessons in each class, and scrutinised a sample of pupils' books, teachers' planning documents, tracking and assessment data. The inspection team also analysed questionnaires from 30 parents, 25 pupils and six staff.

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

- Planning and resourcing for the outdoor curriculum in the Early Years Foundation Stage.
- Outcomes for pupils with special educational needs and/or disabilities.
- The opportunities for pupils to understand what life is like in different communities around the country and the world.

Information about the school

This small school draws pupils from the rural village of Cutnall Green and surrounding parishes, although the majority of pupils travel from Droitwich and Kidderminster. Almost all pupils are of White British heritage. Because of the small cohorts, children's skills on entry to the school vary from year to year but are typically at average levels. Pupil mobility is high and more children leave or join the school midway through their primary education than is the norm. The proportion of pupils who have special educational needs and/or disabilities is average, although the school has a high proportion of pupils with a statement of complex needs. The school has achieved the ActiveMark, ECO School Silver Award and the Healthy Schools' Award.

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 has improved since the last inspection under the strong and purposeful leadership of the headteacher who provides a clear sense of direction, clearly linked to school improvement. The school is a warm Christian community with an excellent family atmosphere that welcomes every pupil. The overwhelming majority of parents are extremely supportive of the school. One parent, typical of many, commented: 'This is an excellent school; staff are caring, supportive and approachable, and my children are happy and have progressed well.'

Children enter school with broadly average skills and experiences. They get off to a good start in the Early Years Foundation Stage and make good progress. Planning, provision and resourcing for both the indoor and outdoor curriculum is good. Throughout the school all groups of pupils, including those with special educational needs and/or disabilities, make good progress in their time in school. Overall standards in the latest national tests at Year 2, which were in line with the national average, reflected the high levels of mobility and proportion of pupils with special educational needs and/or disabilities in this small cohort. Standards in Year 4 are above those expected for this age group.

Arrangements for the evaluation and monitoring of teaching and learning are good and the overall quality of teaching is good as a result. Pupils' personal development is good. Parents say their children enjoy coming to school and pupils agree enthusiastically. However, this is not yet fully reflected in their levels of attendance, which are broadly average. The school is working hard, and with some success, with a small group of families to improve attendance and punctuality. Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' exemplary behaviour. This in turn has a very positive effect on the good progress pupils make in most lessons. They work hard and conscientiously, both independently and cooperatively, without the need for constant adult intervention. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the wide range of after-school activities and clubs, including physical activities. Pastoral care of pupils is good. Pupils are tracked carefully and data analysed rigorously to ensure that any pupil falling behind is identified quickly and support is provided. The school has good links with groups and schools in the local area but realises it needs to do more to develop links further afield, in this country and overseas. Staff and members of the governing body have a good understanding of how well the school is

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doing and what needs to be done next and the school has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve attendance, particularly by working more closely with those few families where pupils are persistently absent.
- Work to broaden the school’s impact on community cohesion beyond the local community by formulating a plan to promote the national and global dimensions.

Outcomes for individuals and groups of pupils

2

The small cohorts, high levels of pupils with special educational needs in particular year groups and the high mobility of pupils has an increasing impact on the school in Years 3 and 4, making comparisons between key stages insecure. For example, only four pupils in the current Year 4 cohort of twelve started in Reception. However, the school’s internal data on pupils clearly demonstrates that most pupils make good progress during their time in the school. Evidence seen during the inspection confirms that standards are above average at the end of Year 4, with the majority of pupils in the present cohort expected to achieve Level 4 in reading and numeracy by the time they leave the school.

Pupils’ exemplary behaviour is an outstanding factor in the good progress they make in lessons and creates a very positive school ethos. Pupils work well together and individually without the need for constant reminders and there is no evidence of disruptive behaviour. They know and understand the important factors which affect their health, and respond well to the school’s health promotion strategies which have earned the school the Healthy Schools’ Award. Pupils value their school community and willingly take on responsibilities. They participate constructively in school life, suggesting and taking actions to help improve the school. They are well-equipped for the future with their well-developed academic and social skills. Pupils respect each others’ needs and interests, and are curious about the world around them, embracing new experiences enthusiastically.

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

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

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The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are good across the school. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Teachers assess learning carefully and provide work at the right level to match pupils' different learning needs. However, in a small number of lessons the pace of the lesson was insufficiently brisk, leading to some loss of focus. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Staff work together well to ensure that pupils know how to improve. Clear targets are set to help them reach the higher standards of work. The school provides a good curriculum which meets pupils' different needs and interests successfully. Carefully adapted activities ensure that all groups of pupils in the mixed-age classes experience success and staff are beginning to link subjects to make learning more meaningful. The curriculum is enriched with a good range of visits and visitors, together with a wealth of extra-curricular activities, all of which are much enjoyed by pupils. Collaboration with other schools and extended services support the development of the wider curriculum well. The quality of care, guidance and support for all pupils is good. Every pupil is valued and cared for as an individual. This gives them the confidence to learn and enables pupils new to the school or those with special educational needs to make the same good progress as others. The school has worked hard to develop good relationships with families where regular attendance is an issue.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support

2

How effective are leadership and management?

With the able support of an enthusiastic, committed and well-motivated staff team, the headteacher has identified, and has rigorously and successfully tackled, areas requiring improvement. All staff work effectively together and regularly take advantage of professional opportunities to enhance their work. Subject leaders are knowledgeable, up-to-date with current thinking and have clear action plans for improving pupils’ attainment. The governing body is influential in determining the strategic direction of the school, and is fully and systematically involved in evaluating its work. Self-evaluation has identified all the key priorities for development. As a result of regular monitoring and support, teaching is good across the school and planning is founded on robust evidence and based on good quality data.

The school has a positive relationship with parents, regularly asking for their views and acting on the responses. Good links with local schools and community organisations provide experiences the school cannot offer and these contribute well to improvements in pupils' achievement, well-being and development. This fully inclusive school places the promotion of equality of opportunity at the heart of all its work. As a result, the school is a happy, harmonious community in which to work and learn. The small size of the school ensures that all pupils and families are known very well by staff. Where there are minor variations in achievement the school acts promptly to adjust the curriculum to narrow the gap. School leaders and governors have a good understanding of safeguarding procedures and adopt recommended good practice for safeguarding pupils across all areas of its work. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, of the need to further develop pupils’ understanding of those living in contexts which are different to their own, for example through links with schools in contrasting urban environments in the United Kingdom and with schools overseas.

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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for the youngest children is good and children make good progress in the Early Years Foundation Stage as a result. Most children enter the Reception class with skills that are typical for their age. They clearly enjoy school and, after being there for only a few days, have settled into the routines well and play happily together and individually. They undertake a variety of whole class and group activities and, in most cases, cooperate well when working with others. They delight in learning and seeing new things. There are good relationships with parents and carers through daily contact at the start and end of each day. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Provision for the outdoor curriculum is good. The recently redesigned and resourced spacious and secure outdoor provision ensures that children have a very good range of opportunities to develop their independent learning skills. This allows children to explore things with purpose and challenge and encourages the development of their independent learning skills. There are good systems for the long-term assessment and tracking of children's progress. The leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements of very young children.

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 proportion of parents responding to the questionnaire was above the national average for primary schools. The great majority of parents have positive views of the school. However, a few parents do not feel that the school prepares their child well for the future or takes into account their suggestions and concerns. Another very small minority feel that the school does not deal with unsatisfactory behaviour effectively. The inspection team investigated these matters and found that:

- most pupils leave the school prepared well for the future with above average

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standards

- the school has responded positively to a number of suggestions from parents and, as a result, made changes to the its systems and routines
- pupils' behaviour around the school, in classrooms, in assemblies and in the playground during the inspection was exemplary.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cutnall Green CoFE First 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 71 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	73	6	20	1	3	0	0
The school keeps my child safe	22	73	7	23	0	0	0	0
The school informs me about my child’s progress	14	47	12	40	1	3	0	0
My child is making enough progress at this school	17	57	10	33	0	0	0	0
The teaching is good at this school	14	47	12	40	0	0	0	0
The school helps me to support my child’s learning	14	47	12	40	2	7	0	0
The school helps my child to have a healthy lifestyle	15	50	12	40	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)	14	47	10	33	0	0	0	0
The school meets my child’s particular needs	14	47	11	37	0	0	1	3
The school deals effectively with unacceptable behaviour	11	37	10	33	3	10	0	0
The school takes account of my suggestions and concerns	15	50	9	30	1	3	0	0
The school is led and managed effectively	13	43	13	43	1	3	0	0
Overall, I am happy with my child’s experience at this school	19	63	9	30	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



10 September 2010

Dear Pupils

Inspection of Cutnall Green CofE First, Droitwich, WR9 0PH

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves, be healthy and keep safe. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is excellent and you work hard and try to succeed in all that you do. Well done!

We have asked your school to do two things that we feel will help to improve the school:

- make links with schools in other parts of the United Kingdom and overseas so that you can learn more about the lives of children from different backgrounds to your own
- find ways to encourage every one of you to attend school more regularly.

I wish you well in your future education. You can all help the school to improve further by ensuring you always attend school punctually.

Yours sincerely

Clive Lewis
Lead inspector

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