

# Cubbington CofE Primary School

Church Hill, Cubbington, Leamington Spa, Warwickshire CV32 7JY

## Inspection dates

10–11 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The strong leadership of the headteacher and the senior leaders' constant drive for improvement have led to better teaching and faster progress. Pupils' skills in reading, writing and mathematics have improved.
- Teaching, learning and assessment are good. Teaching assistants make a significant contribution to pupils' learning and progress.
- Some teachers do not consistently set activities that extend pupils' knowledge and understanding.
- The well-designed curriculum and extra-curricular activities, such as the much-enjoyed African drumming and cookery, provide pupils with memorable experiences that engage and enthuse them.
- Pupils do not have sufficient opportunities to use their mathematical skills in other subjects or to solve real-life mathematical problems.
- The school provides excellent opportunities for pupils' personal development and welfare. Pupils learn to work together, to take responsibility and to contribute to the life of the school. This prepares them well for the next stage of their education.
- Pupils are enthusiastic and keen learners who behave well in lessons and around the school.
- Pupils' spiritual, moral, social and cultural development and their appreciation of British values are promoted well.
- The early years provision is good. As result of good teaching, children are enthusiastic learners and make good progress. They are well prepared for Year 1.
- Governors provide a good oversight of the work of the school. They are rigorous in holding the school to account for pupils' progress so that the school continues to improve.
- The school's website does not include all the information that it should.

## Full report

### What does the school need to do to improve further?

- Continue to accelerate the progress of pupils throughout the school by:
  - ensuring that teachers consistently set work at the right level of challenge to enable pupils to make even stronger progress
  - giving pupils more opportunities to apply their mathematical skills across the curriculum to solve practical problems.
- Make sure that the website is compliant and is checked on a regular basis to ensure it remains so.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and senior leaders have been crucial to the improvement of the school since the last inspection. The plans put in place to improve the school's outcomes have been sharp and well focused. Consequently, any previous poor performance has been eradicated. All groups of pupils are now making much better progress than previously and their attainment is rising quickly, particularly in reading, writing and mathematics. This clearly demonstrates the school's commitment to equality and tackling discrimination.
- The headteacher has been successful in creating an ambitious and aspirational culture throughout the school. Leaders and managers systematically monitor the school's progress towards the demanding targets set for pupils' achievement. Leaders ensure that highly effective support activities are put in place if any individual or group of pupils falls behind, so that they quickly catch up any lost ground. This focus has led to improvements in teaching, which have resulted in higher standards.
- Leaders have introduced a robust system for checking the progress and attainment of pupils in each year group. They regularly check on the quality of teaching, learning and assessment, giving appropriate challenge and support where the standard of teaching falls below expectations, thereby improving teaching practice effectively.
- The curriculum is vibrant. Pupils enjoy topics that appeal to their imagination. For example, pupils enjoy learning about 'The Vikings – unwelcome visitors' and 'Growing and changing'. These bring together aspects of many different subject areas, including history, geography and art. The topics effectively develop pupils' interests and ensure that they acquire knowledge in a range of subjects. Pupils greatly enjoy a wide range of extra-curricular activities. These include music, cookery, African drumming and computing. These activities nurture pupils' interests and develop their skills well.
- The additional funding the school receives to help disadvantaged pupils is used effectively. It is used for the delivery of individual programmes to support those who may be falling behind. In addition, it contributes to the services of a pastoral care worker who has been extremely effective in supporting pupils' emotional well-being. Consequently, these pupils achieve well, including the most able disadvantaged pupils, and the differences between their performance and that of other pupils have diminished or are reducing rapidly.
- The work of the special educational needs coordinator is successful in ensuring that the needs of pupils who have special educational needs and/or disabilities are met and that they are well supported. As a result, these pupils make good progress and achieve well.
- The primary school physical education and sport funding is used effectively to ensure that all pupils become more physically active. For example, all pupils in key stages 1 and 2 participate in the 'Kids' Marathon': walking and/or running the distance in stages to complete a marathon within a year. Pupils have been able to access specialist cricket and gymnastics coaching, and as a result pupils say that they really enjoy these sessions and their skills have improved.

- Well-promoted spiritual, moral, social and cultural development means that the school is a calm and considerate environment where pupils mix together well. Pupils learn about different world religions such as Sikhism and Islam and are encouraged to reflect on them. Displays around school celebrate other faiths, cultures and how to be a good citizen.
- The school celebrates national events that promote British values well, such as the Queen's birthday and St George's day. Pupils understand values such as democracy and respect, because they are given opportunities to learn about these. For example, pupils elect their school councillors.
- The school's website is bright, colourful and easy to navigate. However, it does not meet the current guidelines set out by the Department for Education. For example, any business and financial interest of governors is not detailed on the website and there are no published charges and remissions policies.
- The school has drawn on the effective support of the local authority. Half-termly meetings with the learning and improvement officer have provided effective support in monitoring and challenging the school, so that the quality of teaching and that of pupils' outcomes have improved.

### **Governance of the school**

- Members of the governing board are wholly dedicated to the school and to continuing its journey of improvement. They are enthusiastic and well informed, and they have a realistic strategic view of the school's long-term development.
- Governors have taken steps to improve their effectiveness since the previous inspection. They are rigorous in their scrutiny of school information, and have provided a good level of support and challenge to leaders.
- Governors have an increasingly good understanding of teaching, the performance of the school and pupils' achievement. They are knowledgeable about and appreciate the school's work to reward good teaching and tackle underperformance.
- Governors have an understanding of the financial position of the school, including how well additional funding is spent to support disadvantaged pupils and those who have special educational needs and/or disabilities, and to enhance sports provision.

### **Safeguarding**

- The arrangements for safeguarding are effective. The headteacher has ensured that all staff have read and acted upon the latest guidance on keeping children safe and on the dangers of child sexual exploitation. Leaders are persistent in cases where the school is concerned for a pupil's welfare.
- Effective relationships with other agencies and with parents ensure that pupils are kept safe and their welfare needs are met. The school helps parents and carers understand the importance of adopting safe practices, such as using the internet safely.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching is now good, resulting in pupils making good, and sometimes rapid progress in reading, writing and mathematics. This is because the school has improved teaching practice across the school and weak teaching has been swiftly tackled.
- Teachers use their subject knowledge well and make regular reference to pupils' past learning. Teachers make good use of questions to check pupils' understanding and encourage them to think deeply about their learning. For example, in a key stage 2 science lesson, effective questions encouraged pupils to discuss whether they inherited characteristics from their parents and then explain their reasoning.
- The highly effective teaching of phonics has ensured that pupils can build words effectively and develop their early reading skills confidently. Pupils read well and enjoy reading both in and out of school. Texts for the most able readers are often particularly demanding, such as poetry by Ted Hughes.
- Mathematics is taught well and ensures that pupils are confident in using the essential skills of calculation. Teachers use and explain mathematics vocabulary well so that pupils understand more clearly what they are trying to do. For example, in a key stage 1 lesson, pupils made good progress solving additions and subtractions using coins. On occasions, however, pupils do not have enough chances to practise their mathematical skills in other subjects or to solve everyday problems.
- Teachers ensure that pupils develop their skills in writing in different styles and for different purposes well. Pupils develop the basic skills of spelling, punctuation and grammar. For instance, in a key stage 2 lesson, pupils made good progress in their ability to write a diary entry that reflected the feelings, experience and opinions of a character effectively.
- Other adults make a positive contribution to pupils' learning in lessons, particularly for those who find learning difficult. They work well to support the less able pupils, using appropriate teaching resources and asking questions effectively to develop pupils' knowledge, skills and understanding.
- The most able pupils are typically presented with work that requires them to think carefully about their learning and demonstrate their mastery of both mathematics and the English language. They frequently take leading roles on the school council and in fund-raising activities. The books show that from their starting points, the progress of most-able pupils is similar to that of other pupils with the same starting points nationally.
- In some lessons, the work is not set at the right level of difficulty for pupils. When this happens, pupils' learning slows down because the work is too easy and they are ready for more demanding activities or tasks.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident learners, who are well equipped for their lessons and settle quickly to their work. Nearly all books are neat and tidy. Pupils enjoy helping each other when working together on tasks and activities. They rise very well to challenge and persevere even when they are finding it difficult.
- Pupils have excellent opportunities to take on extra responsibilities, for example as 'peer mentors' for younger pupils or as 'PE ambassadors', organising activities at play- and lunchtimes. The 'food squad' advises other pupils on healthy eating and works alongside the school's cooks to measure and reduce the amount of food waste.
- Pupils have very good social skills and strong moral values. This is because they have frequent opportunities to work together in lessons and they develop good levels of mutual respect as a result.
- Pupils have a strong sense of safety awareness, including how to stay safe when cycling, on the roads or using the internet. They understand the different types of bullying such as name-calling or emotional bullying. Pupils say that instances of bullying in the school are rare. They are confident that staff will deal with any issues or concerns.
- Pupils learn to take responsibility and consider their role in society. They help others by raising funds for charities that focus on children such as Save the Children and Heartline Families. These events often involve making and selling items during the summer fair and at Christmas, sharpening their enterprise skills.

### Behaviour

- The behaviour of pupils is good. Pupils are keen to learn and show positive attitudes to their work. They appreciate the support of their teachers, and one pupil said, 'Teachers help us with our work if we get stuck.' On a few occasions, some pupils become distracted and lose interest when the activity they are doing does not fully engage them.
- Playtimes and lunchtimes are happy and sociable occasions. Pupils sit and chat together and welcome the opportunity to socialise with their friends. Pupils act responsibly when playing ball games in the playground, where they are well supervised.
- The school's nurture groups are highly effective in dealing with pupils who have emotional, social or behavioural difficulties. Through the school's support and guidance, the behaviour of these pupils has improved over time, reducing the barriers to learning that these pupils might face and ensuring that they make good progress.
- Attendance is above average, reflecting pupils' enjoyment of school, and pupils arrive punctually to school. The efforts made by the school to promote regular attendance continue to be successful.

## Outcomes for pupils

**Good**

- The headteacher and other leaders have taken highly effective action to deal with a dip in achievement in 2015 following a number staff changes. This is because of the determination of the headteacher, senior leaders and governors to raise expectations and to improve the quality of teaching. Consequently, pupils' outcomes are now good. Pupils are well prepared for their next steps as they move through the school, ready to start their secondary education.
- Work in books and the school's tracking of pupils' performance show that from their starting points, across key stages 1 and 2, the large majority of pupils are making good progress and reaching the expected standard, or better than expected standard, for their age. In the 2016 test results, Year 6 pupils made similar progress to other pupils nationally in reading and writing. In mathematics, their progress was similar to that of others nationally but it was not as strong. The proportion of pupils who achieved the expected standards in reading, writing, mathematics and English grammar, spelling and punctuation was similar to that for other pupils nationally. From their starting points, most pupils in Year 2 made good progress and achieved well.
- The results of the Year 1 phonics screening check show that pupils make a good start in understanding the sounds that letters represent. The refurbished library, visits from authors and the lunchtime reading club ensure that reading has a high profile. As a result, pupils are enthusiastic readers and enjoy reading, both for pleasure and to find information.
- Pupils' achievement in writing has improved because leaders have reviewed the way in which they teach writing, with more focus on the content and quality of themed writing. Consequently, pupils develop their writing skills well. Their English grammar, spelling and punctuation are of a good standard.
- A successful focus on the teaching of mathematics has speeded up pupils' progress in this subject. Pupils are skilled in numeracy, have good knowledge of number facts and enjoy solving practical mathematical problems.
- In history, pupils learn about the cultures and important events in a wide range of countries and historical events. In science, pupils learn to conduct different investigations with increasing independence. They understand the need for a fair test, make sensible predictions, measure accurately and draw appropriate conclusions.
- The most able pupils are frequently expected to support other pupils in topic work by offering helpful advice. They are well provided for, and from their starting points, work in books shows that they are reaching higher than expected standards for their age in reading, writing and mathematics in year groups as they move through the school.
- Pupils who have special educational needs and/or disabilities are benefiting from decisive early identification of their individual needs and the extra help that is given quickly. As a result, these pupils make rapid progress from their starting points.

- In 2016, the proportion of disadvantaged pupils was too small to comment on their achievement without risk of identifying individual pupils. This was also the case for the previous year. The school's own evidence and that gathered during the inspection show that disadvantaged pupils make good progress throughout the school and that any differences in attainment between groups have diminished or are closing swiftly between these pupils and others nationally.

## Early years provision

**Good**

- The leadership of the early years is good. The early years leader, who has had a noticeable impact on the good quality of experiences and learning from which children clearly benefit, has laid firm foundations. She has a clear view about the strengths and weaknesses of the provision. Where actions have been taken to tackle issues, these have been successful. A focus on the importance of teamwork, sharing practice and the good-quality development of staff has ensured that adults are skilled and confident to get the best learning from children.
- A large majority of children join the school with skills and knowledge that are typically expected for their age. Children settle quickly and make great strides with their learning. Consequently, a large majority of children achieve a good level of development at the end of the Reception Year. Children are well prepared for Year 1.
- Additional funding is used well to provide resources and support for disadvantaged children. Leaders have a good understanding of the impact this has on children's learning. Disadvantaged children make similarly good progress to that made by other children and they achieve well.
- Partnerships with parents are very good and parents feel that their children settle quickly. The school also has a good relationship with other nursery providers. This means that children make a smooth transition when they start school.
- Staff plan the children's work well, mindful of their different ages and stages of learning. Prompts for learning are adjusted to suit the children's level of understanding and there is a good degree of clarity about what learning is expected in each activity, indoors and out. On occasions, tasks given to children are not sufficiently demanding enough to challenge them to make even more progress.
- Early reading and writing skills are taught successfully. Children quickly learn to read and to use their phonic skills when reading and spelling. They use joined-up writing well as they begin to write stories, using capital letters and full stops. When acting out a stagecoach drama, children enjoyed listening to the story and travelling to 'Enchantia' to meet and act out fairy-tale characters.
- Children begin to write numerals accurately and to record simple number sentences as they learn to count, add and subtract. They enjoy making up their own challenges in mathematics, such as counting out a given number of objects from a larger group. They accurately count a row of objects past 10. Through doing so, they demonstrate their increasing understanding of basic mathematical concepts.
- Keeping children safe is given a high priority. Policies and procedures to keep children safe are reviewed regularly. Staff are vigilant in promoting children's health and well-being. Consequently, children are confident, polite and well behaved.

## School details

Unique reference number	125660
Local authority	Warwickshire
Inspection number	10012413

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Nick Wylie
Headteacher	Juilet Jones
Telephone number	01926 422967
Website	<a href="http://www.cubbingtonprimaryschool.co.uk">www.cubbingtonprimaryschool.co.uk</a>
Email address	<a href="mailto:admin3144@welearn365.com">admin3144@welearn365.com</a>
Date of previous inspection	8–9 July 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- The early years provision is full time in Reception Year.
- Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils in receipt of an education, health and care plan is above average.
- The proportion of pupils supported by the pupil premium is above average.
- The school does not meet requirements on the publication of information about the business and financial interests of governors or charges and remissions policies on its website.

- The school met the government's current floor standards in 2015, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with members of the senior leadership team. In addition, inspectors listened to pupils read in Year 1.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school and took account of the 100 responses to Parent View, Ofsted's online questionnaire for parents.
- Inspectors considered the views of staff who had completed the online questionnaire.
- Meetings were held with a group of pupils, the chair of the governing body, a local authority representative and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to the behaviour, attendance and safeguarding of pupils.

## Inspection team

Steve Nelson, lead inspector

Ofsted Inspector

Gareth Morgan

Ofsted Inspector

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