

Cossington Primary School

Inspection report

Unique Reference Number	123684
Local Authority	Somerset
Inspection number	296306
Inspection date	18 June 2008
Reporting inspector	David Shears

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	57
Appropriate authority	The governing body
Chair	Jim Gane
Headteacher	Catherine Groves
Date of previous school inspection	14 June 2006
School address	Middle Road Cossington Bridgwater TA7 8LQ
Telephone number	01278 722451
Fax number	01278 723304

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Cossington is a smaller than average primary school, currently organised into three classes. Reception children and Year 1 and 2 pupils make up Class 1, Years 3 and 4 pupils Class 2 and Years 5 and 6 pupils Class 3. The number of pupils from minority ethnic groups is low. The number of pupils with learning difficulties has been lower than the national average, although there has been an increase in numbers in current year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Children start in Reception with skills and knowledge that are broadly in line with expectations, although this varies from year to year due to the small numbers involved. They make a good start in their Reception Year and progress well in Years 1 and 2 so that by the time they leave Year 2, standards are above average. This progress is sustained throughout Years 3 to 6 so that when they leave primary school, pupils attain standards that are above average. There are positive signs that standards are improving further throughout the school. More able pupils make particularly good progress although those with learning difficulties and/or disabilities currently make satisfactory progress. Many of these pupils have only joined the school in the last two years. At the moment, there is not enough focus on ensuring that they settle quickly and get off to a flying start.

Although there are some inconsistencies in teaching, there is enough good and outstanding teaching to ensure that most pupils make good progress. Lessons are planned well. This ensures that the tasks given to pupils are suitable for their abilities, although there is not always enough challenge for pupils with learning difficulties and/or disabilities, particularly in Years 3 to 6. The provision for pupils with learning difficulties and/or disabilities is improving, with relatively new interventions being introduced, although it is too early to assess the impact these are having on the progress of these pupils. Nevertheless, there is a good curriculum that supports pupils' learning well, with much enrichment and a wide range of extra-curricular activities to interest pupils.

Pupils' personal development is a strength of the school. Pupils enjoy their lessons, have a good relationship with the staff and feel safe. They have a good understanding of how to keep healthy and know how to keep themselves and others safe. They are good at helping others both in the school, such as the older pupils looking after the younger ones, and in the wider community. Pupils often approach staff to suggest ways to help others in need. They organise events to support fundraising and this, coupled with good academic standards, means that they are being well prepared for the future.

The good care of pupils ensures that they are kept safe both in school and when they are out on school trips. Procedures such as risk assessments are in place. Health and safety checks are regularly monitored and safeguarding checks updated as and when necessary.

Pupils know and understand their targets in literacy and are working well towards achieving these. However, although there are targets in numeracy, pupils are less aware of these, and this lessens their impact. Marking is variable across the school although generally most is supportive. However, in Years 3 to 6, there are not enough comments to help pupils to know how to improve their work.

Leaders and managers, including governors, have a good knowledge of the school's strengths and weaknesses and these form the basis of the school improvement plan. They have clearly identified the need to address writing skills across the school and results are now showing that this has been successful, demonstrating a good capacity to improve. The tracking of pupils is in place, although it is not detailed enough to demonstrate the progress of different groups, such as those with learning difficulties and/or disabilities.

Effectiveness of the Foundation Stage

Grade: 2

Children begin school with skills and knowledge that are broadly in line with expectations. They settle well into school as a result of the effective induction procedures that are in place. Children make good progress because the teaching they receive is well matched to their abilities. The teacher works very closely with two other members of staff, enabling the good tracking of progress. Any children with additional needs are identified early and given appropriate support. The curriculum is managed very well, ensuring the coverage of all six areas of learning, making learning interesting and fun for the children. The outdoor provision is improving, although more needs to be done to develop and extend this to allow children more opportunities for developing their gross motor skills.

What the school should do to improve further

? Improve the provision for pupils with learning difficulties and/or disabilities so that they make at least good progress in relation to their starting points. ? Improve the consistency of academic guidance, particularly in Years 3 to 6, so that pupils know the next steps in their learning.

Achievement and standards

Grade: 2

Children begin school broadly within the scope of expectations. They make good progress in the Reception Year and Years 1 and 2 in all areas of learning, leaving Year 2 with standards that are generally above average. In Years 3 to 6, pupils continue to progress well and at the end of Year 6, they leave with above average standards. More able pupils make particularly good progress due to the focused teaching they receive. Pupils with learning difficulties and/or disabilities generally make satisfactory progress. To some extent, this slower progress is because many of these pupils have only been at the school for two years and have had to adjust to new routines. The whole-school focus on writing has ensured that the rate of progress in this area has improved.

Personal development and well-being

Grade: 2

All pupils make good progress in their personal development. They behave well and enjoy coming to school because they like their teachers and the lessons. This has a positive impact on the good attendance at the school. Pupils have a good knowledge of how to keep healthy through eating fresh fruit and vegetables and taking enough exercise. They know how to keep themselves safe both in school, such as not running in the building, and out of school, such as staying safe on the roads. They care well for each other, the oldest pupils supporting the new Reception children when they arrive, helping them to settle into the school. They like to help others outside school too, often suggesting ways in which they could support charities such as the NSPCC and the Burma appeal. They also sponsor a child in Kenya, illustrating their good contribution to the global community. Their spiritual, moral, social and cultural development is good overall. The school has identified the need to improve their knowledge of other cultures and is working towards this goal. Most pupils are make good progress in key skills and are well prepared for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan lessons carefully with the interests of pupils in mind. As a result, pupils enjoy their learning. There are good relationships between staff and pupils and this is demonstrated well by pupils' good behaviour in lessons. Good use is made of interactive whiteboards to enhance teaching. Pupils are made aware of what they are going to learn in lessons and both teachers and teaching assistants work hard in supporting them in their tasks. There are high expectations for more able pupils although sometimes, in Years 3 to 6, pupils with learning difficulties and/or disabilities are not challenged enough. This results in them making less progress in these lessons. Nevertheless, there are good opportunities for pupils to assess their own learning, giving teachers valuable information about their understanding of the work.

Curriculum and other activities

Grade: 2

There is a good framework in place to ensure that pupils develop skills in different subjects. The school is refining this to ensure even better progression. This has worked particularly well in the area of writing, and standards are rising as a result. At the moment, the school is developing links between subjects to make the work more interesting and to help pupils to develop their writing and numeracy skills. More able pupils are supported well in subjects such as music and creative writing. Work in lessons is enriched well by visitors to the school and trips to places of interest. Parents are used well to bring learning alive. An artist has worked with all pupils, for example, to design and make framed pictures based on their family lives. There is a wide range of extra-curricular activities and the take-up is high because pupils thoroughly enjoy them.

Care, guidance and support

Grade: 3

The good care of pupils is very important to the school. The safeguarding of pupils is secure and there is good attention paid to health and safety arrangements. Risk assessments and procedures are in place, supporting the safety of pupils both in school and out on school trips. Pastoral care is a strength of the school. All pupils are included and supported well. The current provision for pupils with learning difficulties and/or disabilities is relatively new and it is too early to demonstrate its impact on the progress of pupils. All pupils know and understand their literacy targets, although their numeracy targets are not reinforced as successfully. Marking gives positive feedback for pupils although it does not consistently help pupils in knowing how to improve, particularly in Years 3 to 6.

Leadership and management

Grade: 2

Leaders and managers, including the governors, have a good understanding of the school's strengths and weaknesses and use the school improvement plan to prioritise and address these. Recently the school has placed emphasis on progress in writing and, as a result, the pupils have achieved better results. This demonstrates that the school has a good capacity to improve

further. The school sets challenging targets for pupils which the majority achieve, although this is not always the case for pupils with learning difficulties and/or disabilities. This is because the tracking for these pupils is not detailed enough to ensure their progress is measured in the short term and so their targets are not always followed through well enough in lessons. The importance of good pastoral care is central to the school's ethos and pupils respond by demonstrating a good attitude to their work and school in general. Parents are positive about the school, citing the approachability of staff to help when needed and the care given to pupils. One commented on the 'happy family atmosphere' created by the school. A very small minority of parents would like to have more opportunities to give their views.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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

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.

Annex A

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	3
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

Text from letter to pupils explaining the findings of the inspection

19 June 2008

Dear Pupils

Inspection of Cossington Primary School, Cossington. TA7 8LQ Cossington Primary School, Bridgwater TA7 8LQ

Thank you for the friendly welcome that we received when we visited you recently. We enjoyed talking with you and finding out about your school.

You told us that you enjoyed school and we can see why. We feel that you go to a good school. The school is well run. Teachers make your lessons interesting so that you can enjoy your learning. You also have many after-school clubs. You feel safe and happy, knowing that the adults around you look after you well.

You have a good knowledge of how to keep healthy and safe. You feel that behaviour is good at the school and we agree with you. We also liked the way in which you help each other, both in the playground and in lessons. It is also good to see that your care extends to people outside of school, such as raising money to help others in need.

We have asked your teachers to make sure that everyone is given work that is right for them so that you can all make good progress, especially those of you who find work more difficult.

We also want them to help you to know how to make your work even better. You are already helping by thinking hard about your literacy targets. It would be even better if you could do the same with your numeracy targets.

Thank you again for a very special day. We wish you all the very best for the future.

Yours sincerely

Mr D Shears Lead Inspector

19 June 2008



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Lead Inspector