

# INSPECTION REPORT

## **COBERLEY C. OF E. PRIMARY SCHOOL**

Coberley, Cheltenham

LEA area: Gloucestershire

Unique reference number: 115617

Headteacher: Mr Roger J. Harding

Reporting inspector: John William Paull  
22028

Dates of inspection: 26<sup>th</sup> and 27<sup>th</sup> January, 2000

Inspection number: 187548  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary controlled
Age range of pupils:	Four to 11-years-old
Gender of pupils:	Mixed
School address:	Coberley, Cheltenham, Gloucestershire,
Postcode:	GL53 9QZ
Telephone number:	01242 870366
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Appropriate authority:	The governing body
Name of chair of governors:	Dr C.J.C. Wise
Date of previous inspection:	26 <sup>th</sup> April, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a small village, but it attracts pupils from a wide area. There are currently 67 pupils. Ethnically, the school is not mixed, and there are no pupils speaking English as an additional language. The percentage with special educational needs is well below average, although the number with a statement of special needs is about average for a school of its size. Although the socio-economic circumstances of pupils when they begin at the school are quite varied, they are generally favourable and their attainment is above what is usually found. By the time pupils leave, attainment is generally well above average.

### **HOW GOOD THE SCHOOL IS**

This is a good school, which is effective in adding to the experiences and standards of its pupils. It has several very good features. For example, it has established wide links with schools in other countries. Its pupils achieve high standards in nearly all their work, although there are a few aspects of physical education, and to a lesser extent of music, in which overall achievements are limited by a lack of suitable accommodation. In the case of physical education, it prevents the teaching of gymnastics and dance during the winter, when it is too cold to go outside. The school is well led and managed by its headteacher and governors, who plan developments fully with their skilful staff. The strengths of the school greatly outweigh its weaknesses, and it achieves good value for money.

#### **What the school does well**

- Overall attainment at the school is high, especially in English and mathematics.
- Overall, teaching is good, including over 40 per cent that is very good.
- Pupils like their school, enjoy learning and are very willing to try hard.
- Pupils' relationships with each other and with adults in the school are very good, which contributes to good behaviour.
- There are very good opportunities to learn about life in other countries.
- Assessment and records of progress in literacy and numeracy are good, leading to good planning and targets for pupils' future learning.

#### **What could be improved**

- There is a shortage of space, which limits progress in gymnastics and dance, as well as causing storage difficulties.
- Links with groups that could broaden pupils' appreciation of cultural diversity in their own country are limited.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Developments since the inspection of April 1996 have ensured that high standards are being maintained. Staffing has been strengthened, and the headteacher's classroom commitments have been reduced a little. This has allowed time to monitor the introduction of the National Literacy and Numeracy Projects, which have been adapted well to the particular needs of this small school. Consequently, teaching is consistently good and often very good. Improvements in equipment for information technology, accompanied by an increasing confidence amongst the staff in using it, mean that the school is well placed to develop its work further in this subject. Available accommodation has been used and adapted well, allowing groups of pupils of similar ages to remain together as they move through the school. Good leadership, coupled with a willingness to develop in order to meet educational initiatives and new circumstances, mean that the school's capacity to maintain its high standards is good.

## STANDARDS

Over the past few years, the school's National Curriculum test results show that all pupils have left the school at the level expected for their age in English, mathematics and science, with many exceeding it. The school has thereby reached the targets that were set and agreed with the local authority. The number of pupils in each successive class is too small to make reliable comparisons either year on year, or with other schools. However, it is only fair to say that the results are high, and sometimes very high. This is also true for pupils aged seven. Results in reading, writing and mathematics are consistently well above average or very high. Taking the four years 1996 to 1999 together, results are very high amongst seven-year-olds and well above average for 11-year-olds. Inspection evidence suggests that current standards in Year 6 are even higher. The standard of work in other subjects on display around the school is also good. However, there is a weakness in dance and gymnastics.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Nearly all pupils enjoy their school, and want to learn. Pupils in Year 6 spoke maturely and fondly of their time at Coberley.
Behaviour, in and out of classrooms	Behaviour is nearly always good, and sometimes very good in lessons, although a few pupils were inappropriately noisy in a French class. Pupils are polite and helpful around the school and they play sensibly.
Personal development and relationships	Relationships between pupils and with adults in the school are very good. Pupils learn to co-operate and collaborate well in lessons.
Attendance	Although unauthorised absence is low, the overall rate of attendance is about average.

Pupils' approach to visitors in the school is mature and helpful. For example, they responded to inspectors' questions with full and clear answers, showing a willingness to spend time and explain further, even on occasions when they could otherwise have been playing.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Very good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The teaching of English is good, and includes very good features, resulting in a good quality of learning. The lessons observed followed the pattern suggested by the National Literacy Strategy very well. The content of whole-class instruction and questioning was sometimes pitched a little too high for the youngest pupils in the mixed-age classes. The teaching of mathematics, including numeracy, is very good. Teachers know their pupils' needs very well and work hard to meet them. In lessons, teaching was good or very good in equal proportions, representing 86 per cent. As a result, questioning is often very good across a range of purposes,

and well constructed tasks consolidate learning well, producing good overall progress. There was one unsatisfactory lesson in French.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is enhanced by overseas links with four different countries. Statutory requirements are met, although there are difficulties in teaching gymnastics and dance in the winter. The introduction of literacy and numeracy hours has been particularly effective. French is also taught.
Provision for pupils with special educational needs	Appropriate work and the support of teachers and assistants allow those with special educational needs to make good progress.
Provision for personal, including pupils' spiritual, moral, social and cultural development	The school has strong Christian values. Pupils understand the need for rewards and sanctions, which are applied fairly and sensitively by their teachers. The staff works very well together, offering positive role models for very good social and moral development. Opportunities, such as graces sung before meals, offer good spiritual experiences. Cultural development is sound.
How well the school cares for its pupils	Good – teachers know their pupils very well, and are sympathetic to both their personal and learning needs, including child protection and safety. Systems of assessment and recording are very good and are used well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and staff are clear about what to do to maintain high standards. They speak openly about their strengths and weaknesses and support each other's professional development well.
How well the governors fulfil their responsibilities	Many governors have children attending the school and they visit it frequently. The knowledge that they gain is used in the process of making strategic decisions. Governors share the headteacher's vision of maintaining the school's high standards. They seek best value in their spending decisions.
The school's evaluation of its performance	Governors are clear that the effectiveness of strategic change is best measured in terms of improving National Curriculum test results, and by seeking the opinions of those affected, especially parents and pupils.
The strategic use of resources	The school's limited space is used well. The staff is well deployed, and uses learning resources to help pupils in their understanding of lessons. When the school makes expensive purchases, it is careful to see that it gets good value, and that such items will be used effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Teaching is good, and children are expected to work hard, leading to good progress and behaviour, which helps them to be mature.</li> <li>• Their children like school.</li> <li>• Most parents think that children get the right amount of homework.</li> <li>• Most believe that the staff are approachable, and inform them well about how their children are getting on.</li> <li>• The school is well led and managed. Most parents feel valued and closely involved.</li> <li>• There is an interesting range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• A few parents believe that amounts of homework are inconsistent.</li> <li>• A few believe that they are not involved closely or well informed about their children's progress.</li> </ul>

In the main, parents are very positive about what the school does for their children, and are very pleased with its high standards. Inspectors agree with them. A few parents raised the issue that homework sometimes goes in bursts. Inspectors felt that what was seen in the inspection is about right. A few parents feel that they are not closely involved and informed about progress, but inspectors found that the school is open to them daily, and provides formal and informal opportunities to discuss work and achievements. Pupils' reports are concise, clear and contain both grades and National Curriculum levels, which is good practice.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

#### Overall attainment at the school is high, especially in English and mathematics

1. In English and mathematics, pupils achieve standards that are well above average in National Curriculum tests. A mix of well above average and very high standards has been maintained since 1997. Taking the past four years together, results in science have also been well above average by the time that pupils leave the school.
2. Work in English is of a generally high standard through the school. Pupils enjoy reading and explain their ideas about characters and stories with considerable relish. In a discussion with an inspector, a very good reader in Year 6 explained that his favourite author is J.R.R. Tolkien. His opinions about *The Lord of the Rings* were expressed confidently and included a detailed account of the story so far, and very imaginative ideas of what might happen next. Other pupils, in lessons, showed similar enjoyment and skills of analysis, albeit using less complicated texts. Younger pupils in reception and Year 1 use 'big books', such as *My Bean Diary*, in order to acquire early reading skills. They are taught well by using phonic, whole-word recognition, picture clues and other appropriate methods. Most pupils are reading for pleasure as well as to gain information. All the 11-year-olds who were asked knew the uses of glossaries, contents and indexes, demonstrating a good knowledge of literacy skills to support work in other subjects.
3. Pupils' handwriting is generally neat and well formed for their age. Seven-year-olds write imaginatively, using a good vocabulary that engages interest. By 11, presentation is often very good, and the choice of words is flexible, built into complex sentences and careful. In *A Yuletide Wish*, a pupil hoped for a dream-car, using appropriate phrases, such as "...top of the range gears and suspension" and "...exciting

colourful range". Pupils of all ages speak clearly and precisely, using skills that for the most part are in excess of what is usual for their ages.

4. Mathematics is generally taught very well. Teachers have high expectations of pupils when they work on shapes, measurement, uses of data and solving problems with pencil and paper methods. This results in levels of understanding that are advanced for pupils of different ages as they move through the school.
5. Standards in number work and numeracy are also well above average throughout the school. Numeracy skills are a particular strength. Learning how to work out answers in the head has a high profile. Parents in their meeting commented on this favourably, and inspectors agree with them fully. All lessons include a session in which pupils answer questions aloud, and consider the way that they achieve their results. Teachers direct problems well to individuals and groups within the class, and make a point of asking pupils to share the processes that they use to get their answers. Pupils in Year 3 knew that a quarter of a metre would be 250 millimetres, and even lower attaining pupils could use this knowledge to say quickly "...so three-quarters is 750 millimetres". By Year 6, nearly all pupils are linking percentages to the equivalent fractions and decimals, and calculating required proportions of given amounts in their heads. Such skills are given relevance in situations such as posed in the question, "How many people are there in Old Trafford when it is 85 per cent full?"
6. High standards are also achieved in a number of other subjects. For example, by the time they leave, pupils are able to meet the national requirements for safety in swimming, and in fact nearly all of them exceed the required ability to swim 25 metres. A group of pupils in Year 6 demonstrated a very clear understanding of many processes of design and technology, explaining that to make a toy racing car: "...You need to have a plan with measurements and materials". "...You need to cut the materials carefully according to what you mark out", "...and you have to join the pieces together with wood-glue or nails or something suitable." They also explained that sometimes what they make does not work in the way intended, and that it is possible to learn from such situations. Around the school, there were many examples of careful artwork, drawings and displays, including a "millennium tapestry". In this, each pupil had used fabrics, designing and sewing colourful representations of important or typical features of life at the turn of the century.

**Overall, teaching is good, including over 40 per cent that is very good**

7. Throughout the school, teachers have good knowledge of the specific requirements of the National Curriculum, and they use it well to instruct and question. Teachers plan carefully, identifying what pupils need to know by the ends of lessons. This results in very good questioning for a range of purposes, and well-constructed tasks that consolidate learning well. For example, younger pupils in reception and Year 1 were asked to identify sentences, explaining where capital letters and full stops should be. In this way, the required learning was made explicit for the whole class. In lessons in mathematics, pupils of different ages were asked very good questions that were directed to groups and individuals. The level of difficulty was clearly based on prior attainments and understanding. Teachers always made a point of asking pupils to explain how they arrived at their answers. In this way, good reasoning skills are developed well by establishing logical thought processes very clearly. On other occasions, questions were put into a sequence, helping pupils to increase their understanding by building on what had gone before.
8. In a literacy hour, a teaching assistant was well deployed, going through the sounds of letters with a group of four under-fives who had not yet fully grasped the work. This is an example of how teachers assess well, and use their very good knowledge of pupils to meet learning requirements. In the main, pupils are grouped well, and different tasks are set well to meet the needs of different year groups in the mixed age classes.
9. Teachers use time and resources well. They are good at using situations to encourage pupils to learn. In very good teaching of older pupils, the headteacher encouraged the class to get ready quickly by offering 20 seconds to have books and writing implements on the tables. Moving at a fast pace, he then commented that about 50 per cent were not ready yet, then 20 per cent, and finally four thirty-firsts. Pupils were asked what this meant in actual numbers, and then to explain it. In this way the main idea of the lesson was put

into a real context, and even the time that pupils took to prepare was used as an opportunity to make very good progress. It worked well. When pupils understood, they were put into pairs, and asked to think of their own examples for each other, again using time particularly economically to consolidate. In another mathematics lesson in Years 2 and 3, the teacher used photocopies of centimetre and millimetre rules very effectively, pinning them on the whiteboard for Year 2 to see. She then compared the relationship between the units by using very good instruction and questioning. In this lesson, the teacher quickly established her intentions and set a relevant task. Next, she set separate and appropriate work for pupils in Year 3. Tasks were very clearly matched to the needs of the different age groups, and sufficiently demanding to make them think carefully about how to proceed.

10. Teachers' strategies for the management of pupils are generally good throughout the school. There were examples in English, mathematics, science and music. One exception occurred in a French lesson. On this occasion, pupils were allowed too much freedom to chatter off the subject, resulting in unsatisfactory teaching. However, this is the only occasion that such a situation occurred. All other teaching was at least good, including 43 per cent that was very good.

### **Pupils like their school, enjoy learning and are very willing to try hard**

11. Teachers set a good example of working hard. They are very visible in their classrooms before and after school, sorting out what they will need and getting everything ready. Pupils are aware of this and generally respond with good attitudes to their work. They are enthusiastic about what they learn and thoroughly enjoy any opportunities to explain it. A group of pupils in Year 6 told inspectors all about their views of the school. They recalled fondly their early experiences and spoke with a genuine respect and liking for their teachers. They were mature in their opinions and very positive about what education has to offer. They believe that their school is a good place to be because it "...allows you to be with your friends", while at the same time "...it educates you so that you can have a good job when you grow up."
12. In lessons, pupils of all ages listen well to their teachers, and follow instructions promptly, trying hard to do their best. Pupils in Years 2 and 3 listened well to changes of musical mood. This helped them to begin to understand how musicians achieve such effects.
13. In literacy and numeracy hours, even when they are in a group that is not directly supervised, pupils of all ages can be trusted to keep busy on their tasks. This was seen in all the classes. For example, pupils in Year 3 worked quietly and very busily at their tables, while the teacher introduced work on measurement to Year 2. Pupils are also sensible and mature when they take part in discussions. Years 4, 5 and 6 contributed well to arguments for and against school uniform. They listened to each other's ideas and carried them further or disagreed, showing that they can take turns well and employ articulate language. Younger pupils in reception and Year 1 also listen with interest both to each other and to their teachers.
14. As an incentive for and recognition of sustained conscientious effort, a special award is made each half-term. This is known as the *Barrington-Browne Cup*. A former Chair of the Governors gave it to the school. The headteacher and staff confirm that it is always a very difficult decision, as so many pupils seem to try their best.

### **Pupils' relationships with each other and with adults in the school are very good, which contributes to good behaviour**

15. Pupils behave very well around the school. All parents who completed the questionnaire, which was a high proportion, and those who attended the meeting, believe that behaviour is good and that the school is helping their children to grow in maturity. Inspectors found this too. There are positive arrangements to encourage good behaviour. Teachers praise pupils appropriately and particularly good examples are rewarded with a leaf on the *Tree of Good Behaviour*. Pupils are aware of their responsibilities towards each other. Older pupils in Year 6 explained to inspectors that they watch out for younger ones. They said

that they remember "...what it is like to be little", and they try to be helpful by "...talking to younger ones in the playgrounds and letting them join in games".

16. The school has a *Home-School Agreement*, which requires pupils to be polite and courteous around the school, including holding doors open for adults and each other. Inspectors' findings are that this happens frequently. Pupils move about the school sensibly. They are calm and quiet, offering a cheerful greeting or smile to other people whom they pass.
17. Generally, behaviour in lessons is good. Pupils respect each other's opinions and behave in a way that makes it easy for their teachers to teach – another requirement of the *Home-School Agreement*. This contributes well to progress, by helping to establish a good quality of learning. Inspectors found good behaviour in all but one of the observed lessons. Pupils respect their teachers, enjoying moments of humour and speaking politely. They listen and co-operate well, following advice and instructions obediently. The exception occurred in French. The teacher's control of pupils was unsatisfactory. Pupils called out their responses across each other and did not listen properly to the teacher. The room became too noisy for them to hear the vocabulary that was being taught, and little progress resulted. Such behaviour is clearly rare.

### **There are very good opportunities to learn about life in other countries**

18. The school plays a leading role amongst Gloucestershire's schools, helping to organise the European Union's *Comenius Project* (an initiative that seeks to link pupils and schools in different member states). Coberley has very strong links with schools in Finland, Spain, France and Italy. It makes very good use of European Union funds that are provided to explore the curricular opportunities that are opened up. Pupils especially look forward to receiving e-mails and letters from their European pen-friends. The school has kept a record of what has taken place over the past few years. This shows that a lot of very good first-hand information in the area of human geography passes between the pupils of different countries. It contributes well to standards. In a conversation with inspectors, the ease with which pupils in Year 6 explained features of life-styles and the weather and climate in the linked countries was impressive. Good contributions to learning in a range of subjects, including history, geography and information technology are occurring. In information technology pupils control programs to make use of the Internet. They use the mouse to 'click' on menus and areas of the screen in order to send and receive their messages from the other schools. They use the keyboard to write and reply to letters. During the inspection, e-mails for older pupils arrived from Finland. These were read almost at once, and shared with other pupils in the class.
19. The school is also establishing connections with Mumbai in India and Kisumu in Kenya. The British Council sponsors the project. It offers opportunities to broaden understanding and knowledge of countries in the third world, putting an emphasis on cultural differences and similarities.

### **Assessment and records of progress in literacy and numeracy are good, leading to good planning and targets for pupils' future learning.**

20. The school has good systems for assessing and recording pupils' progress. Each pupil has a folder, which holds information of good quality about how he or she is getting on. National Curriculum test results, spelling ages, reading ages, pieces of assessed work, and English and mathematics assessment sheets are among the information that is included. Copies of pupils' annual reports to parents also carry useful information. Although the text in these is fairly brief, it is precise, and grades and National Curriculum levels are included. These help parents to understand how their children's attainment relates both to national standards and standards at the school, and is evidence of good practice. Furthermore, arrangements are included for pupils to make a comment about their work. This too is communicated to parents, who also have the opportunity to add remarks.
21. Information about what pupils know and understand is used well to decide upon targets for future learning. Pupils are consulted about the decisions that are made, and they are encouraged to state whether

they agree or not. The targets are also communicated to parents, and kept both on record and in pupils' exercise books. This works well, as it constantly reminds teachers and pupils about what needs to be done. In this way, teachers' planning for the needs of individuals of all levels of prior attainment is promoted well, while it informs pupils about where they should be making a key effort whenever they are working.

## **WHAT COULD BE IMPROVED**

### **There is a shortage of space, which limits progress in gymnastics and dance, as well as causing storage difficulties**

22. The school's main building is Victorian and three demountables have been added to it, increasing the available accommodation. These buildings are generally in a good state of repair and are well maintained. They provide adequate room for classes, administration and a staffroom. However, there is no hall, and there is little extra room to store the many resources of this good school that teaches a broad and relevant curriculum. Freestanding cupboards in classrooms are therefore often used to hold equipment. Similarly, a range of items such as trolleys of musical instruments has to be kept in corridor or classroom spaces, which results in cramped conditions. This is noticeable when pupils are asked to gather or to re-group themselves for particular purposes. Outside there are small but adequate hard areas for pupils to play, and there is access to an ample grassed space adjoining the site, the use of which has been allowed by a landowner for as long as the school requires it. This permits extra space for play, including a safe climbing area. It is also used for sports and games.
23. In response to a key issue of the last inspection, the school has reviewed its use of accommodation. Nearly all the available space inside the building is well used. Changes of use have resulted in an increase in classroom accommodation, allowing the school to be organised into three classes with adequate teaching spaces. Although on balance, this means that the building is being used more efficiently, it has left the school without a large enough space for indoor physical education. This prevents the teaching of gymnastics and dance during inclement weather. During the winter months, especially, little time is spent on these aspects of physical education. It limits pupils' overall progress and restricts their attainment. Planning shows that swimming, winter and summer sports and residential journeys, which include outdoor pursuits, are taught well. However, important skills, such as agility, movement to music and work to encourage poise and balance on apparatus are not developed steadily and continuously through the year. To a lesser extent, subjects such as music and drama are also affected. For example, performances are limited by the lack of ease in accommodating an audience. Lack of suitable accommodation is clearly the main reason for these weaknesses. It is to some extent ameliorated in the summer by offering an increase in the allocation of time to the subject, and the use of playground and grassy areas outdoors. However, this spasmodic approach means that pupils sometimes forget previous learning, and time is lost in repetition.
24. Pupils in Year 6 confirmed that they do not have many opportunities for gymnastics during cold weather, as there is no space inside the building for teaching it. Furthermore, none took place during the inspection. It is difficult to see how the school can improve the situation within its present circumstances. Parents are also aware of these difficulties and raised them at the meeting before the inspection. The school, with the support of its staff and governors is currently seeking the co-operation of both the local and diocesan authorities to seek alternatives.

### **Links with groups that could broaden pupils' appreciation of cultural diversity in their own country are limited.**

25. Nearly all pupils at the school are drawn from the indigenous white population. Opportunities for pupils to understand and appreciate the full richness of cultural diversity within their own community are therefore very limited. The school provides many opportunities for pupils to learn about the cultures of countries across the world. This helps to promote a good standard of awareness of differences and similarities

between these countries, the United Kingdom and their peoples. However, apart from work in religious education, which covers the major religions in the region well, there is little evidence that the contributions of other cultures within this country are pursued in any detail.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

This is a good school that has no major weaknesses. However, it could improve, by:

- 1 continuing to seek the support of local and diocesan authorities, in order to find ways of using or improving accommodation, so that gymnastics and dance can be taught all the year round (paragraphs 22, 23 and 24), and
- 2 increasing opportunities for pupils to learn about and experience the rich cultural diversity of the United Kingdom today (paragraph 25).

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

7

Number of discussions with staff, governors, other adults and pupils

9

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	43	43	0	14	0	0

*The table gives the percentage of lessons observed in each of the seven categories used to make judgements about lessons.*

**Note:** The 14 percent categorised as unsatisfactory represents only one lesson in French.

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	67
Number of full-time pupils eligible for free school meals	N/a	0

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	12

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	6
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year (1998-9).

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	5	4	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	4	4	4
	Total	9	9	9
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	1	6	7

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	6	6	6
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	1	1
	Girls	6	6	6
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	100 (100)	100 (100)	100 (100)
	National	68 (65)	69 (65)	75 (72)

Percentages in brackets refer to the year before the latest reporting year.

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

*Teachers and classes*

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	18.6
Average class size	22.3

**Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	26.5

*Financial information*

Financial year	1998-9
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	£
Total income	140,972
Total expenditure	137,593
Expenditure per pupil	1,965
Balance brought forward from previous year	4,500
Balance carried forward to next year	7,879

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	67
Number of questionnaires returned	56

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	2	0	0
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	40	60	0	0	0
My child gets the right amount of work to do at home.	35	50	13	0	2
The teaching is good.	70	30	0	0	0
I am kept well informed about how my child is getting on.	49	39	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	0
The school expects my child to work hard and achieve his or her best.	74	25	0	2	0
The school works closely with parents.	46	40	14	0	0
The school is well led and managed.	52	39	9	0	0
The school is helping my child become mature and responsible.	67	33	0	0	0
The school provides an interesting range of activities outside lessons.	44	51	5	0	0

**Other issues raised by parents**

In the meeting, and on the reverse of questionnaires, parents expressed the views that:

- Coberley is a good school; one parent said it is “a little gem”, and others agreed.
- Reading at the school is taught very well.
- Information technology is developing well – better now than a few years ago.
- The accommodation has its limitations.