

# Cookridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	107894
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324671
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	Ronald Cohen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	282
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Gathercole
<b>Headteacher</b>	Mr S Tomlinson
<b>Date of previous school inspection</b>	5 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tinshill Drive
	Cookridge
	Leeds
	West Yorkshire
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<b>Fax number</b>	0113 2679692

<b>Age group</b>	5–11
<b>Inspection dates</b>	20–21 May 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Cookridge is a larger than average primary school in North Leeds. The school serves an expanding and mixed catchment area. Most pupils are of White British heritage, but rapidly increasing numbers of children come from a wide range of other ethnic groups from a wide range of countries. This means that the proportion of pupils for whom English is not their first language is higher than average and is increasing year on year. The school has seen a recent large increase in the numbers of pupils, particularly those from abroad, who join the school later than the usual first year of entry. The proportion of pupils entitled to free school meals is average. The proportion of pupils who have learning difficulties and/or disabilities is below average. The school has a nursery on site. This is run by a private provider and was the subject of a separate inspection. The school has the International School, Healthy Schools, Sing-Up Platinum, Activemark and Artsmark awards.

## 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 which has some outstanding features. These are excellent pastoral care; an exciting and vibrant curriculum; and outstanding opportunities, which pupils take up keenly, to understand and to engage in community activities in the local, national and global arenas.

The very high standard of pastoral care is a significant factor in pupils' enjoyment of school, their sense of well-being and the good progress they make. Pupils feel safe in school and, if trouble happens, they feel that they can go to trusted adults who will deal with the problem effectively.

Using the curriculum as the main tool to bring about long-term changes, the headteacher and assistant headteacher have radically changed the way the school operates. As a result, the school offers an excellent, rich and vibrant curriculum, focused firmly on pupils' enjoying learning. Its success lies in clever use of the multi-cultural mix of the school to offer a provision which promotes community cohesion, and which, as one parent stated, 'is appropriate for the global twenty-first century'. Pupils say that lessons 'are fun and help us to learn about things all over the world'. They particularly like special days devoted to subjects such as art and science; for example, the upcoming 'Science Spectacular' day. It is not surprising, therefore, that pupils and their parents say overwhelmingly that they enjoy the experience of Cookridge Primary.

Pupils' personal development is good. Pupils have an outstanding sense of community, both within and beyond the school. They behave well, know how to keep safe and healthy, and are well prepared for their future economic lives. Attendance is satisfactory.

Remarkably high rates of mobility of pupils into the school make it hard to determine the progress of different groups of pupils from one key stage to another. For example, 46% of Year 2 in 2007/08 joined the class as new pupils either in Year 1 or in Year 2. Furthermore, a very high proportion of these pupils arrived from abroad with little or no English. Nevertheless, the excellent tracking systems in the school enable specific pupil comparisons to be made. These show that from a below average starting point when they enter school, pupils reach just below nationally expected standards overall by the end of Year 2, and national averages by the end of Year 6. This represents good progress. Pupils make better progress in mathematics and science than in writing where, despite clear improvements, standards still lag a little behind the others.

The quality of teaching and learning has improved since the previous inspection. Lessons are consistently good and some are outstanding. Pupils find lessons interesting and engaging, and they respond positively to the realistic levels of challenge from their teachers. However, in a small minority of lessons, there is still too much teacher direction and pupils are not given sufficient opportunities to take responsibility for their own learning. Teachers work well to cater for the increasing number of different languages and have had some training to enable pupils with English as an additional language to make good progress so far. There are plans in place for further training in this aspect to meet the rapidly increasing different language demands and maintain pupils' good progress.

The school is well led and managed. The headteacher, with the support of his senior colleagues and the governors, has shown outstanding vision in his leadership and considerable determination in taking decisive, and successful, action to improve provision within the school. For example, in September 2008, the school took major steps to address a fall in standards. The Year 1 and Year 2 classes were divided into smaller groups, new staffing appointments were made, additional

support was brought in and very comprehensive systems for tracking individual pupils' progress were implemented. As a result, the decline has been reversed. The headteacher's inspirational vision is shared by pupils, teachers and support staff. The school is highly inclusive and leaders work successfully to integrate the increasing number of pupils arriving from other countries with English as a second language. Governance is good. Governors ask the right questions to ensure continued progress. The school gives good value for money and demonstrates outstanding capacity to continue to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision for the Early Years Foundation Stage is good. From below average starting points, children make good progress. The new team know the children's needs well and plan activities carefully together to ensure children thoroughly enjoy their first taste of life at school; children quickly become active, happy learners. This is a significant factor in the good progress children make. Trips outside of school ignite their curiosity, enliven their learning and support the development of language skills. After a recent trip to a farm, for example, children talked excitedly about the animals they saw and the fun they had. Children loved counting the baby chicks and enjoyed retelling the story of the gingerbread man as they made their gingerbread models. They work and play happily together as a result of a strong and successful focus on developing personal and social skills. They are looked after well and parents agree, saying their children 'thrive' because of the good care and support they receive. Good leadership and management have identified the need to ensure outdoor learning matches the quality and range of activities indoors and provision is improved for those with English as an additional language.

## **What the school should do to improve further**

- Raise standards throughout the school, particularly in writing.
- Make sure that pupils have more opportunities to take responsibility for their learning.
- Ensure staff have further training in teaching pupils for whom English is not their first language to meet the increasing language demands.

## **Achievement and standards**

### **Grade: 2**

Pupils enter the Reception class with skills which are below those normally expected for their age. They leave school at the end of Year 6 with standards which are in line with national averages. This represents good progress. However, this does mask a more complex picture, where major mobility factors affect cohorts of pupils as they move through the school. This means that although individual pupils are making good progress, it is not always reflected in standards attained when compared with national levels. This is particularly the case in Key Stage 1 where results in national tests in the three years to 2008 show standards at the end of Year 2 were falling to significantly below average. The school took major steps and the evidence at the end of the current academic year is that standards in both Year 1 and Year 2 are rising, and are closer to but still below average. Writing is the weakest of the areas.

At the end of Year 6, standards in 2008 were above national expectations. The current cohort of pupils in Year 6, whose results at the end of Key Stage 1 were lower or who have joined the school since Year 3, are attaining standards which are generally in line with national averages,

though again writing is weak. Nevertheless, this represents good progress for pupils, given their attainment on entry to the school.

Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress because of the additional support they receive both in and out of class.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. The successful emphasis placed on developing social and emotional skills results in confident pupils, who are eager to grasp the many opportunities to take responsibility both in school and in the wider community. They believe strongly that they are listened to and can influence change. For example, the school council initiated a friendship shelter and designed posters to encourage pupils to make friends and be happy. As one pupil said: 'You make new friends here everyday.' Their spiritual, moral, social and cultural development is good. Pupils have a wealth of opportunities to be involved in the local community and beyond and have an excellent understanding of what it means to be a local and global citizen. A strong sense of right and wrong together with a clear understanding of their own rules and responsibilities and the 'Cookridge Code' results in polite, well-behaved pupils, who enjoy their learning. Attendance is satisfactory. Pupils have a good understanding of the importance of leading a healthy lifestyle and take part in a wide range of sporting activities both in and after school. They know how to eat and drink healthily and are proud of the school's Healthy School status. All pupils develop key life skills, preparing them well for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistently good teaching has a positive impact on pupils' learning and progress. Teachers successfully create a good working environment and this gives rise to strong relationships and good learning. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with the class at the start. Pupils are attentive and respond well to their teachers' clear instructions and explanations. Activities and tasks are generally well matched to pupils' abilities and needs. As a result, pupils are suitably challenged and their interest is maintained. Teaching assistants are deployed effectively and make a valuable contribution to learning. In the best lessons, teachers ensure that pupils are given time to engage in their own independent learning. In a small minority of lessons, however, such opportunities are not always available and then pupils' learning slows.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum is a major contributor to pupils' enjoyment of their learning. The new cross-curricular approach engrosses all pupils. There is a strong emphasis on developing basic skills through a creative curriculum which is topic based. This is helping to raise standards across the school, for example, a programme focused on raising standards in writing is already impacting well in some year groups but there is more to be done. Great care is taken to promote the understanding of the wider world through relevant and appropriate activities which involve

local, national and international activities and events. For example, 'International Cookridge Week' used the different cultural heritages within the school successfully to expand pupils' global awareness, enabling pupils from different cultural backgrounds to share their cultural traditions with others. The rich and varied extra-curricular activities, including the residential visits undertaken in Year 5 and Year 6, together with the after-school club provision, contribute significantly to the breadth and balance of the curriculum. A comprehensive personal, social, health and citizenship programme contributes well to the school's outstanding pastoral care.

## Care, guidance and support

### Grade: 2

The school provides a good level of care, guidance and support. Pastoral care, firmly reflected in the school's positive and very caring ethos, is outstanding. Pupils know they are listened to, cared for and valued as individuals; as a result, they thrive and grow in confidence during their happy time at Cookridge. A small minority of parents expressed dissatisfaction with the school's communication with parents and the management of inappropriate behaviour in the school. Inspectors judged behaviour to be good. However, the vast majority of parents are satisfied with all aspects of the school and agree that their children are well cared for and safe in this 'vibrant' school. A small minority of pupils are given additional support in managing their feelings and older pupil-mentors often support younger pupils on making the right choices. A strong team of teachers and support staff works closely together to help pupils overcome any barriers to learning. Close links with a wide range of agencies enhance this support further. Child protection procedures are in place and arrangements for health and safety are robust. Teachers know their pupils' needs very well and their progress is carefully monitored and tracked to ensure successful steps in their learning. Marking is inconsistent, however, and does not always ensure pupils are sufficiently supported in their next steps or involve pupils sufficiently in the process.

## Leadership and management

### Grade: 2

The headteacher sets the pace of change and staff follow his clear lead with enthusiasm. The restructuring of the senior leadership team at the beginning of the current academic year is resulting in more robust systems for both strategic planning and checking the effectiveness of the school's work. This has raised the quality of teaching and learning and improved pupils' enjoyment through an exciting and engaging curriculum. The tracking of pupils' progress against challenging targets is more effective. These initiatives are making a clear difference. The school has a clear understanding of its strengths and areas for development. A particular area of strength is the school's highly successful community cohesion strategy. The school is clear about its priorities to raise standards and to give more structured support to pupils whose first language is not English. Governors support the school well and play an active and key role in monitoring and evaluating the work of the school and holding it to account for its performance.

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**Annex A****Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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 capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 eliminated	2
How well does the school contribute to community cohesion?	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you all so much for the wonderful welcome you gave us when we came to inspect your school this week. You were so friendly, polite and considerate to us. We are particularly grateful to the members of the school council who gave up their time to speak to us on Wednesday lunchtime. We also enjoyed your samba band, and looking at the pictures which celebrated all those international things which you do. We would now like to tell you the things we found out about your school.

Cookridge Primary is a good school. Some of the features of your school are excellent: for example, your fantastic curriculum and the way your teachers and all the adults who work with you take excellent care of you. You have many opportunities to take responsibility and to play a full part in school life. You are particularly aware of what is going on in the world outside school, and that is very important for your future.

You make good progress in your academic work because you are taught well and because you want to learn. Your headteacher has excellent plans for the future and he is supported so well by senior staff and all the other teachers. The things they have already done show that they know just how to help your school go from strength to strength.

As you know, nothing is ever perfect and I have asked your headteacher and teachers to do a few things which will help the school to improve even further. I have asked them to help you raise standards in all subjects, but particularly in your writing, and to give you more chances to take responsibility for your learning. Many of you have recently joined the school from abroad; we think the teachers are doing a good job in helping you settle into your studies, but we have asked the school to give them even more training in meeting all your language needs.

Of course, you can all help to improve, by always doing your best. Thank you again for your contribution to the inspection. Please keep enjoying school and looking after each other.