

Cookridge Primary School

Inspection report

Unique Reference Number	107894
Local authority	Leeds
Inspection number	377663
Inspection dates	19–20 October 2011
Reporting inspector	Nigel Cromey-Hawke

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair	Peter Gathercole
Headteacher	Sam Bailey
Date of previous school inspection	20 May 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons, observing 12 teachers and all classes. They also held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, pupils' work, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 76 parents and carers, 98 pupils and 27 staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What the school is doing to raise attainment and achievement across the school.
- How challenging teaching is, especially for the more-able.
- How well leaders and managers monitor the ongoing progress of groups of pupils.

Information about the school

The large majority of pupils in this larger than average-sized primary school are of White British heritage. The number who speak English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils known to be eligible for free school meals is above average. A larger proportion of pupils than is usual leave and join the school at times other than is usual. The school has a number of awards, including Healthy School status, the Stephen Lawrence award, Artsmark and the International School award. There has been significant staffing change over the last year, including a recently appointed headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has some good and some outstanding features and it makes a significant difference to the personal development of many of its pupils. The vast majority of parents and carers are highly supportive of its work.

Recent challenges facing staffing have been largely overcome and the school is moving forward under the leadership of its recently appointed headteacher, the staff and the governing body. In the Early Years Foundation Stage children enter with basic skills that are low in comparison to other children. They make a good start to their learning as a result of the good teaching, curriculum and leadership and management in this area. Pupils' progress through the rest of the school has varied since the last inspection but is now satisfactory overall. Pupils with special educational needs and/or disabilities make good progress. Consequently by the end of Year 6, pupils' attainment has now risen to broadly average from previously low levels. Standards in writing remain below average in some classes. A programme of support and challenge, introduced last year, has begun to improve the quality of teaching and learning. This is satisfactory overall, with some good teaching but also a small amount that is inadequate. Some lessons lack sufficient pace, some do not feature appropriate activities to meet the needs of all pupils, some show weaknesses in developing pupils' speaking and listening skills and some do not make effective use of assessment guidelines to help pupils understand how to improve their work. The good curriculum has many outstanding features in developing pupils' understanding of the wider world and the arts, but the improved planning for the acquisition of key skills in literacy and numeracy has not yet had time to impact on pupils' progress.

Pupils enjoy their time in school, behaviour is good and pupils' involvement in school and community life is outstanding. The school is at the forefront of international working with other schools and organisations, resulting in excellent community cohesion. The school has good systems in place to judge its own strengths and weaknesses and is using the information it gains to identify what needs improving. The role of subject leader is underdeveloped, however, as is the function of senior leaders in monitoring the ongoing progress of groups of pupils. The school recognises that many of its new ways of working have yet to be embedded and show consistent impact. As a result, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons by:
 - making sure that lessons have sufficient pace so that pupils become fully engaged in their learning
 - further developing pupils' writing skills so that they can better communicate their learning
 - developing pupils' speaking and listening skills so that they learn more effectively from each other and from adults in the classroom
 - ensuring a better match of activities in lessons to pupils' needs, especially the more-able pupils
 - extending the use of the assessment guidelines seen in the best lessons, so that pupils have a clearer idea of what level they are working at and what they need to do to improve their work.

- Improve the quality of leadership and management by:
 - further developing the monitoring role of subject leaders and bringing a sharper focus to their development planning so that the impact of improvement actions can be more effectively evaluated
 - increasing the frequency of evaluation by the senior leadership of the ongoing progress of groups of pupils, so that more timely actions can be taken to support their learning
 - embedding the new ways of working and expectations across the school.

Outcomes for individuals and groups of pupils

3

Learning is satisfactory and enjoyable in the majority of lessons, with pupils engaged as a result of the satisfactory, and sometimes good, teaching. Pupils acquire knowledge, develop understanding and learn and practise their skills in a satisfactory way. They are keen to succeed, mostly apply themselves well in lessons and often work at a good pace when provided with suitable tasks and guidance. Attainment on leaving the school in Year 6 has in the past been low, but has risen to broadly average over the last two years as a result of a concentrated focus upon basic literacy and numeracy skills. Considerable work has been undertaken to improve pupils' writing skills. These remain low in lower Key Stage 2, however, and limit some pupils' ability to communicate their learning effectively. This is because of a legacy of weaker teaching and staff changes in the past. The school is dealing with these issues robustly, however, and the number of higher grades being gained in national testing in English has risen and now matches the national average. The number of pupils gaining higher grades is low in mathematics but the school now has strategies in place to focus upon this. School data and lesson observations show that the large majority of pupils make satisfactory progress from their starting points. Pupils who enter the school in the first stages of English acquisition quickly develop their

language skills, but overall their progress is satisfactory. Pupils who join the school part way through a year also make satisfactory progress. Pupils with special educational needs and/or disabilities make good progress because of the specialist support they receive. Achievement across the school is, therefore, satisfactory.

Pupils say they feel safe and well looked after. A new behaviour policy has been put in place and behaviour has improved to now good levels. The school places a high priority on developing pupils’ understanding of healthy living, reflecting its awards. Pupils make an outstanding contribution to the daily running of the school, through the active school council, class forums, by acting as mentors and providing reading support for younger children. The school is closely linked through a local charity to its immediate community and pupils carry out extensive work in supporting elderly and vulnerable groups, and sharing their learning with them, for example through visits and their book of letters, stories and poems. Pupils’ spiritual, moral, social and cultural understanding is good, helped by the school’s extensive international links and high quality work within the arts and music. Skills in information and communication technology (ICT) are currently satisfactory but improving as the new class-based ICT facilities begin to impact. Together with pupils’ satisfactory promotion of key skills and average attendance, this means that pupils are prepared satisfactorily for the next stage in their education.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory across the school. There is some that is good but also a small amount that is inadequate. In the better lessons, good planning ensures that varied activities are provided that meet the needs of pupils and a good pace and challenge from the teacher stimulate their interest. The school has developed effective assessment practices and in the good lessons the results of this clearly inform teaching and help the many teaching assistants provide appropriate support sessions. The majority of lessons lack this rigour. Some lessons do not have sufficient pace to maintain pupils’ interest and some lessons do not have a good

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

match of activities to pupils’ needs, especially the more-able. In some lessons, pupils’ speaking and listening skills are underdeveloped, with the result that pupils do not learn as effectively as they should from each other or from adults in the classroom. In the best lessons, assessment guidelines are used to good effect so that pupils have a clear idea of what level they are working at and what they need to do to improve their work, but this practice is variable across the school and lacking in some lessons. Learning targets are in place and are beginning to raise expectations of pupils and staff.

Some aspects of the curriculum are immensely rich and varied, and provide exciting experiences for all groups of pupils. They have a very positive impact upon their personal development and wider understanding of the world. The school has national recognition for its international working, reflecting its awards. Spanish is taught. Cross-curricular working is good and coverage within the visual arts, music (through its nationally recognised choir), heritage education and sport is excellent. Visits and visitors are frequently used to enrich the curriculum. There is an extensive programme of extra-curricular activities, which are enthusiastically supported by all groups of pupils. The school recognises, however, that its curriculum has only recently begun to fully support pupils’ learning of key literacy and numeracy skills. Consequently, curriculum provision is good rather than outstanding.

The care, guidance and support provided by the school are satisfactory. The levels of pastoral care are good, and the school works well with outside agencies to help ensure that the needs of pupils who may be vulnerable due to their circumstances are met well. Systems for managing behaviour have recently been revised and behaviour is now good. Steps taken to improve attendance are now beginning to have an impact but persistent absence is high and the school recognises that, as with many other new ways of working, higher expectations introduced recently have to be embedded across the school. The school has good procedures for supporting pupils when they join and leave the school. The impact of the school’s provision is seen in the warm, harmonious and calm atmosphere within the school, reflecting its Stephen Lawrence award. However, the school does not yet monitor effectively the progress of all groups of pupils so as to be sure that all reach their full potential.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The recently appointed headteacher has a clear vision for the school and is driving improvement forward with determination and skill. Staff and the governing body share this vision. Staffing is being stabilised, and new ways of working, built around higher expectations, are being introduced. The school recognises that many of these are not yet fully embedded and their impact not yet proven. The monitoring role of subject leaders, for example, remains underdeveloped and some of their action plans

lack a precise focus or detail that means that the evaluation of their impact is less secure. Whole-school development planning is good. The school’s self-evaluation practices are satisfactory, with regular observation of lessons by senior leaders and pupil progress meetings beginning to make an impact upon the quality of teaching. Insufficiently frequent monitoring of the ongoing progress of groups of pupils means that, up until now, senior leaders have not been able to implement timely improvement actions.

Safeguarding practices are satisfactory, reflecting the levels of care within the school. Some aspects of quality assurance checking are underdeveloped, but the school has this in hand and revised practices are being put in place. The promotion of equal opportunities is satisfactory, with variability in the quality of teaching, but gaps in pupils’ performance being reduced. Discrimination is rare and when encountered is dealt with well. The school engages with parents and carers well, and many of them commented favourably upon the recent, new direction of the school. The school works well with partners, notably the local learning network, and through its international links. The school has audited its social, economic, religious and ethnic context very well, and the designated member of staff has implemented an excellent range of international links through the British Council’s Connecting Classrooms project. These include close liaison and visits with schools in Africa, Mexico and Spain. The school has carried out a rigorous analysis of their very positive impact and, as such, community cohesion is outstanding. Governance is satisfactory. The governing body knows the strengths and areas for development in the school, and is increasingly supporting and challenging its drive for improvement.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and happily into the safe environment of the Reception classes, helped by good induction arrangements. There is a good focus upon developing children’s language skills. Children’s learning is well recorded and this information used to inform the next stages in their learning. Parents and carers are kept well informed about their children’s progress and interests. Children make good progress from low starting points because of the good teaching in an environment that caters well for their needs. By the time they leave, children work and play

together well. Behaviour is good. Children with special educational needs and/or disabilities and those in the first stages of English acquisition also make good progress because of the additional support they receive. Teachers plan a good range of activities with a good balance between those they direct and others children choose for themselves. The outdoor area has been developed since the last inspection but activities here to promote literacy and numeracy remain no better than satisfactory. Leadership and management are good. Staff training is up-to-date and welfare requirements are met. Suitable plans are in place for securing future improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who returned the inspection questionnaires are very happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. A few parents and carers expressed concern over how the school deals with unacceptable behaviour. Inspection evidence indicates that the school has made good, though relatively recent, improvements, in this aspect and that pupils' behaviour is now good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cookridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 289 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	53	32	42	1	1	2	3
The school keeps my child safe	39	51	36	47	0	0	1	1
The school informs me about my child's progress	26	34	46	61	3	4	1	1
My child is making enough progress at this school	30	39	38	50	5	7	2	3
The teaching is good at this school	37	49	37	49	1	1	0	0
The school helps me to support my child's learning	32	42	38	50	5	7	0	0
The school helps my child to have a healthy lifestyle	31	41	42	55	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	38	40	53	2	3	1	1
The school meets my child's particular needs	28	37	35	46	7	9	2	3
The school deals effectively with unacceptable behaviour	25	33	39	51	8	11	2	3
The school takes account of my suggestions and concerns	24	32	41	54	6	8	2	3
The school is led and managed effectively	29	38	42	55	3	4	0	0
Overall, I am happy with my child's experience at this school	34	45	37	49	4	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2011

Dear Pupils

Inspection of Cookridge Primary School, Leeds, LS16 7DH

Thank you for the warm welcome you gave me and the team when we inspected your school recently.

Cookridge Primary is a satisfactory school. It has some good and some outstanding features. The headteacher, other staff and the governing body are helping it to improve. You get a good start to your learning in the Reception classes and make good progress as a result of the good teaching, welfare and leadership and management there. Your progress within the rest of the school is satisfactory, but improving rapidly as new ways of working are introduced. The large majority of you leave the school with standards that are broadly average in English and mathematics. This is because of the very largely satisfactory teaching you receive. The range of subjects that you are provided with is good, especially in the arts and in sport. Your involvement in the life of the school and local area is excellent. The school has an outstanding programme of national and international links which helps develop your good spiritual, moral, social and cultural understanding. The school cares for you well. Your behaviour is good and you have a well-developed sense of what it means to lead a healthy lifestyle. Your attendance is average, but improving. We have asked the school to consider the following points to help it to improve further. We would like it to:

- make sure that all your lessons are at least good, by making them more exciting and better suited to all of your interests and learning needs
- improve school planning, check what is going on in lessons more frequently, and on the progress you are making so that actions can be taken to help your learning.

You can help by telling your teachers how best you learn and if you have any problems, and by attending school regularly. I wish you the best for the future.

Yours sincerely

Nigel Cromey-Hawke
Lead inspector

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