

Cookridge Primary School

Tinshill Drive, Cookridge, Leeds, West Yorkshire, LS16 7DH

Inspection dates 17–18 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement in all areas of school has accelerated since the last inspection and is now good. As a result of an emphasis on improving teaching, pupils' progress in reading, writing and mathematics is improving apace and standards have risen.
- Pupils of all abilities make good progress whatever their starting points. They achieve well in each key stage. More pupils now reach the level expected for their age at the end of Year 6, where standards are now broadly average.
- Teaching is good, with some instances of outstanding practice. Teachers have high expectations, provide work that is well matched to pupils' varying abilities and activities that are motivating and challenging.
- Pupils behave well, have very positive attitudes and attend school regularly.
- Good support and care is provided for the few pupils who find behaving well difficult.
- The curriculum provides a particularly strong emphasis on developing pupils' basic literacy and numeracy skills. This along with pupils' good behaviour, attitudes to learning and strong spiritual, moral, social and cultural development ensures that they are well prepared for their future.
- The headteacher provides strong leadership. Her drive, ambition and clear direction has been a key factor in the rapid improvements made. The senior leadership team has been strengthened and staff morale is high.
- Teaching is improving rapidly through well-planned training and because teachers are held to account for the progress of their pupils.
- Governors provide good support, are well informed about the school's performance and hold leaders and managers rigorously to account.

It is not yet an outstanding school because

- A small minority of teaching requires improvement. Occasionally, adults over direct lessons. Pupils are not always able to be independent enough. Lessons do not always move on at a pace that is just right for them.
- Reading comprehension skills of some pupils are below those expected for their age.
- Pupils' achievement in mathematics is sometimes hampered because their mental calculation skills are too slow.
- Subject leaders do not yet make a full contribution to monitoring the quality of teaching.

Information about this inspection

- Inspectors observed teaching in 22 lessons including some part lessons and one joint observation with the headteacher. They held discussions with groups of pupils, listened to a number of pupils from Years 1 and 2 read. They also looked at samples of a range of pupils' work across the school.
- Inspectors considered a wide range of documents, including those linked with safeguarding, pupil progress and school policies. They also checked records of lesson observations, how the school evaluates its own effectiveness and minutes of governing body meetings.
- Inspectors held meetings with the Chair and one other member of the governing body as well as a representative of the local authority.
- Inspectors held discussions with staff from external specialist behaviour units which support a few pupils.
- They took account of parents' views through informal discussions, a letter, a phone call and 36 responses from the online questionnaire (Parent View). The school's own questionnaires to parents were also considered.
- The responses from 24 questionnaires from staff were also examined.

Inspection team

Rosemary Batty, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Faheem Chishti

Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- The proportion of pupils known to be eligible for pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those children that are looked after and children from service families.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils that speak English as an additional language is above average.
- A very small number of pupils receive additional support as part of their education off-site at local authority pupil referral units.
- The headteacher has been in post since September 2011, six weeks before the last inspection. There have been several staffing changes at all levels since the last inspection. This includes a restructure of leadership and management roles. The deputy and assistant headteacher have been in post since September 2013.
- The school is part of a trust alongside two other primary schools and one secondary school. It has formed a partnership with an outstanding school within the local authority.
- The school is accredited with several awards which include: E-Twinning status; Sing Up Platinum; British Council International Award and the Stephen Lawrence Award. It is also a Voices Foundation Beacon School.
- The school has extensive international links with and has undertaken projects in Australasia, South and Central Africa, Eastern and Western Europe, South America, Asia and Scandinavia.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, and raise pupils' achievement further by:
 - ensuring there is less teacher direction in lessons, in order for pupils to become even more independent in their learning and work at a pace that is just right for them
 - further developing pupils' reading comprehension skills, particularly for older pupils
 - improving pupils' mental calculation skills so that they are able to solve mathematical problems more effectively.
- Further strengthen the overall good leadership and management by ensuring subject leaders are given the opportunity to monitor the quality of teaching more closely in their subjects so that they play an even stronger part in driving forward improvements in teaching.

Inspection judgements

The achievement of pupils is good

- Children start school with skills, knowledge and understanding below that typically expected for their age. From their individual starting points, pupils of all ethnic backgrounds make good progress in each key stage. By the end of Year 6, pupils attain standards that are in line with national averages in reading, writing and mathematics.
- Since the last inspection, leaders have successfully improved pupils' achievement across the school. Standards are rising quickly because teaching has improved and is now good. By constantly checking pupils' progress, any pupils at risk of falling behind receive timely and effective support so that they achieve well.
- Learning gets off to a good start in the Early Years Foundation Stage. Children learn early literacy and number skills at a good rate because they use these every day in a wide range of purposeful indoor and outdoor activities. Children work alongside a high number of adults. This ensures that a careful check is made of what children know and can do. However, occasionally, opportunities for children to choose activities for themselves are overlooked.
- Attainment at the end of Key Stage 1 has been low in the past. However, in 2013, attainment rose sharply so that standards were in line with national averages in reading, writing and mathematics. School data and inspection evidence shows that this improvement is set to continue for pupils currently in Key Stage 1. In Year 1 for example, the proportion of pupils reaching the expected standard in the phonics screening check (knowledge of how to link letters with the sounds they make) for the last two years has been much higher than average. The systematic teaching of linking letters and sounds is enabling younger pupils to tackle new and unfamiliar words with greater confidence. These improvements reflect the good quality of teaching of phonics now evident.
- Between Years 3 and 6, pupils make good progress. As in Key Stage 1, standards have risen sharply. In 2012, for example, pupils' average attainment in English and mathematics reflected good progress from previously lower starting points. The proportion of pupils making the expected rate and more than expected rate of progress are higher than average, especially in reading and writing. School data shows that, in 2013, the proportion of pupils reaching the higher levels of attainment in reading and mathematics has risen.
- As a result of the school's efforts to promote reading, older pupils now show a greater enthusiasm and enjoyment of books. Daily reading sessions in groups alongside adults are helping to raise attainment. However, for some pupils, progress is hampered because they do not always have a good understanding of the text.
- Pupils' mathematical skills have improved at a good rate. A good level of challenge in lessons ensures pupils achieve well. The school's focus on developing pupils' calculation skills and ability to recall number facts is paying dividends. The most-able pupils for example, apply their mental calculation skills well in order to solve mathematical problems. Sometimes, the ability of the less-able and middle-ability pupils to solve such problems are limited because they do not yet all have quick enough recall of number facts.
- Overall, pupils supported through the pupil premium funding make good progress, although it varies between year groups and subjects. In 2012, the attainment of those pupils known to be eligible for free school meals in Year 6 in English and mathematics was about one term ahead of similar pupils nationally and in line with their peers in school. Although across the school, a few eligible pupils attain less well than their peers, the gap is narrowing quickly and effectively. This is because the additional funding is used effectively and demonstrates the success of the school's efforts to promote equality of opportunity.
- In the past, the achievement of disabled pupils and those with special educational needs has been variable. However, the quality of teaching and leadership has been strengthened and as a result, pupils now achieve well. The few pupils who attend off-site placements at specialist units make particularly good gains in improving their social skills and behaviour.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good, with examples of outstanding classroom practice. Senior leaders provide particularly good role models. A very small minority of teaching requires improvement.
- Teachers now have good subject knowledge and expectations of what pupils can achieve are high. Teachers' assessments of what pupils know and can do are now regular and accurate. Teachers use this information well to plan activities and learning tasks closely suited to pupils' individual needs and, as a result, progress for most pupils is good. Lessons move at a good pace and the activities provided are motivating and challenging.
- Teachers ensure that pupils receive effective guidance, support and encouragement. Marking is of good quality and this ensures that pupils' next steps in learning are clear. Pupils are given good opportunities to discuss their work and how to make it better.
- The very strong focus now placed on teaching pupils the basic skills of reading, writing and numeracy is helping to raise standards. In reading for example, the teaching of phonics is good. Daily guided reading sessions are helping to develop the reading skills of older pupils.
- In Reception, there is a good balance between adult-led and child-initiated activities. Children are well supported by a high number of adults who all play a key part in finding out what children know and can do. This approach has helped to improve the quality of provision. Children are happy, share and get on well with each other. They enjoy finding things out for themselves, although opportunities to do so are sometimes overlooked.
- In the best lessons, teachers continually encourage pupils to find out things for themselves. They ask very challenging questions that make pupils think deeply.
- A very small minority of teaching requires improvement. Sometimes, there is too much time spent when the whole-class work on activities together under the direct guidance of the teacher. This means that pupils are not always enabled to be independent in their learning or can move their learning on at a pace that is just right for them. This occasionally hinders pupils' progress, particularly for the most-able pupils.

The behaviour and safety of pupils are good

- Behaviour and safety have improved since the last inspection and are now good. Attitudes to learning in lessons have improved considerably, particularly that of the boys. This is because teaching is good and now ensures that pupils are challenged and motivated. Pupils listen attentively and respond rapidly to adults' instructions and play a full and active part in lessons. Occasionally, a few pupils are more passive, such as in lessons where they are not given enough opportunities on their own or at a pace that suits them.
- Pupils are well behaved in lessons and around the school. They are polite and respectful. They clearly understand and uphold the school's behaviour policy. School records show that behaviour over time has improved and is now good.
- Pupils say that they feel safe, and know how to keep themselves and each other safe. They have a good understanding of the many different forms bullying can take, such as verbal bullying, and know what they should do if it occurs; such instances are rare, well documented and managed effectively by the school.
- Attendance continues to improve and is now broadly average. Leaders have taken effective steps to ensure regular attendance. Clear expectations and guidance for families is central to this improvement. Pupils are invariably punctual to school.
- The few pupils who find behaving well difficult are well supported through a range of support systems. The learning mentor plays a key role in supporting any pupils who may need additional support at varying points in time.

The leadership and management are good

- The drive and commitment of the headteacher, along with strong support of the governors have been the key to this rapidly improving school. High expectations and aspirations are readily communicated to teachers, support staff, parents and pupils. Since the previous inspection, pupils' achievement, teaching, the curriculum and behaviour and attendance have all improved significantly, demonstrating the school's capacity for further improvement.
- Recent changes to leadership are having a positive impact on accelerating improvement across the school. The deputy and assistant headteachers, for example, are role models of teaching excellence. They already demonstrate a clear understanding and ability of how to help the school to improve further. Subject leaders are fully involved in supporting initiatives and leading improvement in their subject areas. However, their roles in checking the quality of teaching are underdeveloped. This is because they have not had the opportunities to do so.
- The leadership of teaching is good. Leaders' judgements on the quality of teaching are accurate. Improvements in teaching have been brought about by an effective programme of staff training, the sharing of good practice with other local schools, including those in the trust, and the expert help which the school draws upon from outside. Coaching work from within the school has helped to improve achievement in English. Teachers' performance is well managed through straightforward, measureable targets which are linked to pupils' progress, other school priorities and salary progression.
- Good systems to check on pupils' learning underpin the improvements to their achievement. This ensures that leaders can act quickly to address any gaps or if pupils start to fall behind. The pupil premium funding, for example, is used to good effect.
- The curriculum has improved and is good. It has a particularly strong focus on the development of literacy and numeracy skills, and ensuring that pupils are able to use and apply them well across the curriculum subjects. Topics are now of more interest to pupils and so they are motivated to learn. These are key reasons why standards are rising quickly. In mathematics for example, pupils are now given more opportunities to use and apply their calculation skills to solve mathematical problems. However, for some pupils, their weaker skills in mental recall of mathematical facts mean that they are not always able to complete such tasks effectively.
- The curriculum promotes strong spiritual, moral, social and cultural development well. The curriculum is well enriched, particularly in the creative and expressive arts. Extensive international links ensures that pupils develop a good awareness of global faiths and cultures. Opportunities for pupils to work within the local community are good, including theatrical performances and the inter-generational choir.
- The new primary school sports funding is used effectively to improve teachers' knowledge of physical education, and to promote clubs, competitions, pupils' physical wellbeing and performance levels. Consequently it makes a good contribution towards establishing healthy lifestyle attitudes.
- The local authority has supported the school well, such as through brokering partnerships with other schools, checking and advising on the school's progress and providing suitable training for leaders. It expresses confidence in the leadership of the school.
- **The governance of the school:**
 - The governing body is knowledgeable, very well informed and understands how to hold leaders to account for the school's performance. They question information about pupils' progress rigorously, constantly seeking evidence of how standards are being raised. By restructuring, governors are now able to use their own expertise to even better effect. This has helped to ensure that a full, accurate picture of the school is achieved. Governors make sure that the headteacher is set challenging targets through the performance management process and that teachers are carefully appraised. They know that the leadership of teaching is good. Financial resources are well deployed and targeted to assure they impact well on pupils' progress and improving achievement. For example, they oversee the spending of pupil premium funding and monitor closely the impact of this spending on the progress and attainment of pupils known to be eligible for free school meals. Governors ensure that the

arrangements for safeguarding pupils meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107894
Local authority	Leeds
Inspection number	425766

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	308
Appropriate authority	The governing body
Chair	Vijay Sharma
Headteacher	Sam Bailey
Date of previous school inspection	19 October 2011
Telephone number	0113 3862500
Fax number	0113 2679692
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