

Inspection of a good school: Cookridge Primary School

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

Inspection dates:

7 and 8 November 2023

Outcome

Cookridge Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of this vibrant school. Leaders have established a powerful vision, 'together we achieve the extraordinary'. This inspires staff to create rich opportunities for pupils to deepen their learning. Pupils cook, build dens and tend the school's hens as part of the forest school provision. Pupils are inspired to read by visits from authors. Special days to 'dive into' their learning create lasting memories for pupils. For example, pupils shared their deep knowledge of Viking culture drawn from their Viking day. This school makes learning irresistible for pupils. Cookridge Primary School is a friendly and happy place to learn.

Pupils extend their skills by taking on many leadership roles in the school. These roles inspire pupils to contribute to their school community and beyond. For example, pupils regularly read with older, local residents. Pupils are rightly proud of their school and see themselves as role models for future generations of learners.

Behaviour is exemplary. Adults apply their high expectations of behaviour and routines consistently well. Pupils understand these expectations and rise to them. This supports pupils to manage and regulate their own behaviour. Pupils are enthralled by their learning, so lessons are calm and focused. Attendance is high, and leaders do all they can to make sure that this remains the case. All pupils understand that what they learn now will support their ambitions for the future.

What does the school do well and what does it need to do better?

The school has established an ambitious curriculum that supports all pupils well. For example, in early years, children develop their knowledge of the past by learning about themselves and their families. This helps pupils to secure their understanding before studying important periods in history. By the time pupils are in Years 5 and 6, they are able to describe the impact of Ancient Greek philosophy and science on modern thinking. For example, pupils confidently discuss the legacy of Hippocrates on modern medicine and the human lifespan.

Children in early years get off to a flying start with phonics. They use their secure knowledge of phonics to become confident readers. All children receive high-quality support to help them to become fluent readers. Their books are closely matched to the sounds that they know. Many pupils help out as reading buddies. They support younger pupils by listening to them read. These pupils take their status as role models seriously. They understand that they are responsible for showing younger pupils what 'good reading' looks like' so that, 'they can be like us and read even more'.

Sometimes, the tasks that pupils are given to complete in lessons are not considered carefully enough. These tasks do not match the curriculum's learning intentions closely. This means that sometimes, pupils are completing tasks that do not help them to secure new knowledge well enough.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. If pupils have different starting points, the school makes sure that they learn a curriculum that is right for them. Skilled adults in the school's nurture provision provide exceptional support for pupils with SEND. Staff establish clear routines and place no limits on what pupils can do and achieve. Pupils with SEND are flourishing.

Children in early years develop secure mathematical knowledge. Adults help children to understand pattern, number and shape. Children become fluent when working with numbers. They are able to spot numbers of objects nearly instantly. The school helps older pupils to develop their mathematical knowledge by building on their fluent recall of number facts. For example, pupils review their knowledge of place value before learning new calculation strategies. Staff make sure that pupils have many opportunities to revisit their learning. This is helping them to become fluent mathematicians.

The school's work to promote pupils' personal development is exceptional. Leaders have established a curriculum that enables pupils to develop an impressive understanding of relationships, well-being and staying safe when online. Pupils talk about issues such as puberty and consent with considerable maturity. Pupils learn in detail about a range of different faiths and celebrations. This often involves the community and informs the deep respect with which pupils treat everyone around them. Pupils develop their maturity and character through the many leadership roles on offer. Some work as 'restorative practice reps', helping to solve minor disagreements. Others support their school at lunchtimes by serving pupils' meals in the dining hall. These roles help pupils to take responsibility and ownership of aspects of the school's work. Pupils are very well prepared for their future lives.

Governors are knowledgeable about the school. They use their experience well to challenge and support leaders. Leaders deliver highly effective support and professional development for staff at all levels. The workload and well-being of all staff are a high priority. Leaders have created a culture in which staff are flourishing just as much as the pupils are.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the tasks that are set for pupils to complete are not aligned closely enough with the learning that they need. This means that pupils are sometimes engaging in tasks that do not secure the desired learning well enough. The school should make sure that all staff select tasks that are closely aligned with the learning that pupils need to acquire.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107894
Local authority	Leeds
Inspection number	10289951
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupil	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair of governing body	Sian Shenton
Headteacher	Lynne Hunter
Website	www.cookridgeprimaryschool.org.uk
Date of previous inspection	12 June 2018, under section 8 of the Education Act 2005

Information about this school

- This school is larger than the average-sized primary school.
- The school runs a breakfast club and an after-school club for pupils.
- The school does not make use of alternative provision.
- The school runs a nurture provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector met with senior leaders, subject leaders and teachers.
- The inspector held a meeting with governors, including the chair of the governing board.

- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also listened to a sample of pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector scrutinised a range of other documentation, including minutes of governing body meetings and leaders' evaluation of the school.
- To gather the views of pupils, the inspector took account of responses to the pupil survey. The inspector also spoke informally to pupils to gather their views on school life.
- To gather the views of parents and carers, the inspector took account of the responses to Ofsted Parent View, including free-text comments.
- To gather the views of staff, the inspector took account of the staff survey.

Inspection team

Jen Sloan, lead inspector

His Majesty's Inspector

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