

Cogenhoe Primary School

Inspection report

Unique Reference Number	121805
Local Authority	Northamptonshire
Inspection number	359088
Inspection dates	13–14 July 2011
Reporting inspector	Norma Ball

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	The governing body
Chair	John White
Headteacher	Elaine Goldswain
Date of previous school inspection	15 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons. They also visited small out-of-class teaching groups and observed seven teachers in all. The inspection team met parents and carers informally and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curricular documentation, teachers' planning and safeguarding documents. They took account of questionnaire responses from 64 parents and carers, 16 from staff, and 68 from pupils.

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

- How well teachers use what they know about pupils' progress to provide challenge for all ability groups in lessons.
- Whether effective steps have been taken to ensure all pupils achieve as well as they can, especially boys.
- Are leaders and managers, including those new to their roles, effective in promoting consistent improvement in achievement for pupils?

Information about the school

Cogenhoe is much smaller than similar schools. The majority of pupils are White British. The proportion of pupils who come from minority ethnic backgrounds is much smaller than that found nationally and none of these pupils speak English as an additional language. The proportion of pupils with learning difficulties is lower than average and there are no pupils with a statement of special educational need. There are no pupils with disabilities. An above average proportion of pupils enter and leave the school part-way through this phase of their education. The school has Healthy School status and the International School Award.

The headteacher has been in post for five terms. The breakfast club shares the school site but is not managed by the governing body and is subject to a separate inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Cogenhoe is a good school where good teaching ensures that lessons are fun and a positive learning ethos is created in all classrooms. A significant feature of the school is the outstanding care, guidance and support that pupils receive from all staff. As a result, pupils settle well to their work and show great confidence in the staff who care for them. Parents and carers are pleased with all that the school provides and the pupils' above average attendance is testament to their enjoyment of learning. One parent, typical of many, said: 'I have found that my daughter has been really well looked after, both educationally and socially. The older children are very caring towards the younger ones and it is a really lovely atmosphere in the school. Parents are always welcome to discuss issues.'

Pupils join the school at different stages and with different skills. They make good progress and by the end of Year 6 reach standards that are above average in English and mathematics. Progress is better in mathematics where there has been a focus on improving problem-solving skills. The initiative to improve writing skills, especially extended writing for boys, is more recent but showing early signs of success. Topics that inspire boys, such as volcanoes and sports in Ancient Greece, are exciting and boys' achievement in English as well as mathematics is now similar to girls. The tracking of the progress made by pupils is rigorous and used well by staff to identify quickly any signs of underachievement by individuals, including those with special educational needs. The use of this information to plan tasks that provide appropriate challenge in lessons for all ability groups is improving, although there is still some inconsistency between classes. Teachers mark pupils work regularly and carefully but, whilst teachers praise pupils for their efforts, they do not always make clear where and how a piece of work can be improved so that pupils' progress is accelerated further.

The good curriculum provides a broad range of learning experiences that engage and interest pupils. Links between subjects are developing rapidly and not only make learning more fun but also provide good opportunities for pupils to extend their literacy and numeracy skills. Safeguarding arrangements are good; pupils know how to keep safe and they have a clear understanding of what is involved in leading a healthy life. Pupils' personal development is good and reflected in their good behaviour and respect for others, their interest in the world around them and their support for charities to help others in need.

The headteacher provides good leadership and has quickly and accurately prioritised important areas for improvement. Monitoring of new initiatives is thorough and senior staff are now involved in sharing with the headteacher the development of subject areas and monitoring of teaching and learning. The governing body is supportive of the school, knowledgeable and works closely with senior staff to address areas identified as in need of

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improvement. Its members are now beginning to work with subject leaders to extend their understanding of subject development. Issues from the previous inspection have been resolved and the school has a good capacity to improve further.

What does the school need to do to improve further?

- Accelerate progress and raise achievement further by:
 - sharing existing good practice to ensure assessment information is used to match work to pupils' ability and provide consistent challenge for all groups
 - ensuring marking always provides clear guidance on how pupils can improve their work.

Outcomes for individuals and groups of pupils

2

Pupils behave well, work hard and show a positive desire to do well in their lessons. In a Year 3 lesson, for example, based on fractions and decimals, pupils used a pizza as the basis for problem-solving tasks to ensure different size groups got equal-sized slices of the pizza. Pupils showed great enjoyment in their work and loved the real life example they were using to extend their mathematical skills. Pupils work well in groups and independently and enjoy discussing their ideas in class. This was seen in a Year 4 and 5 lesson looking at complex sentences and interesting connectives. A lively discussion produced a wide range of interesting connecting words. Pupils' independent work was structured well for different ability groups and they enjoyed their writing task. The small size of some year groups and the arrival of pupils who join the school at different times mean that the characteristics of cohorts are subject to year-by-year change but pupils of all abilities achieve well, especially in Key Stage 2. All pupils make good progress because their needs are quickly and accurately assessed and they receive good support with their learning, including those pupils with special educational needs.

Pupils' spiritual, moral, and cultural development is good. Their awareness of other lifestyles and faiths is good and extended by their links with pupils in India, Greece and The Netherlands and their support of a pupil in the Dominican Republic. The award of International School status is testament to the quality of this area of pupils' personal development. Older pupils carry out important responsibilities as school councillors and peer mentors efficiently and with pride. Pupils are helped to develop a good understanding of how to stay safe and junior road safety officers help other pupils to be alert and careful when using roads as pedestrians or cyclist. The Healthy School status indicates the importance placed on developing pupils' understanding of how to stay healthy. The school gardens produce good vegetables and herbs which are sold to parents and the local community. The good progress that pupils make, their love of learning and their good personal development ensures they are well prepared for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers make lessons interesting and lessons are well paced. Good questioning helps teachers to assess pupils' understanding as well as encouraging them to develop their ideas. Teaching assistants are deployed effectively and provide good support for different ability groups. They ensure that all pupils, especially those who find learning difficult, show independence and contribute confidently in class. The recent initiatives to improve problem solving in mathematics and writing skills are showing early signs of success. Information and communication technology (ICT) is well integrated into lessons and cross-curricular links are developing well between subjects to make learning more interesting. For example, the Volcano theme in Year 6 has combined research skills using ICT, mathematics and design and technology to make replicas of famous volcanoes, and also literacy skills in writing accounts of explosive events. Extra-curricular clubs and visits out of school extend learning well beyond the classroom and enrich pupils' learning experiences.

Pupils love their school and feel well supported in their learning and they, in turn, help to care for younger pupils. A special feature of the guidance and support provided for pupils is that given by older pupils. Some pupils from Years 4 to 6 have received training from the University of the First Age in understanding different learning styles and how to improve learning. They help younger pupils with reading and improving their tables and multiplication skills. The outstanding care provided in school is extended by sensitive and

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prudent use of a wide range of external agencies and very sensitively and carefully organised transition arrangements at each stage through the school. Pupils value their school experience and one said, 'I love my school because we have lots of activities and the teachers are very good.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides clear and ambitious leadership. This has led to the successful integration of a range of important improvements such as a more rigorous approach to assessing pupils' progress, and strategies to improve achievement in mathematics, and more recently English. Subject leaders have been trained to play a full part in monitoring their curriculum areas and also the quality of teaching and learning. Incisive leadership has united staff in a strong team spirit combined with a shared ambition to drive the school forward and raise pupils' achievement even further. The governing body are extending their already good knowledge to be able to offer the same strong challenge to subject leaders as they pose to the headteacher. All leaders and managers, including those new to their roles, are effective in promoting consistent improvement in achievement for all pupils and the school provides good value for money.

The school promotes equal opportunities well. All pupils achieve well, including those with special educational needs, in the well-resourced and stimulating environment of Cogenhoe. Pupils are known and valued as individuals and the school is free of discrimination. The safeguarding of pupils' welfare is good and supported by clear policies that are efficiently integrated throughout all aspects of the school and supervised carefully by the governing body. All staff receive regular updated training to ensure they are alert to all safeguarding matters. Community cohesion is good and pupils are extending their appreciation of their local community and the global perspective they have through good links with other schools around the world. These help them to appreciate further multi-cultural dimensions of society in the United Kingdom and overseas. Parents and carers are well involved in the life of the school. The new and expanding resource of the learning platform on the school website provides a wealth of information and guidance for parents and carers. They appreciate the good information they receive about their children's progress in reports and regular consultation meetings.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle happily in Reception and develop confidence and good social skills quickly because they receive good care. A good range of activities are planned and provide good stimulation and an exciting range of experiences for children in all areas of learning. Staff foster their independence carefully so that children develop their own games and become curious about the world around them. The theme of living things has been developed into a teddy bear focus with a picnic for teddies, and even the large construction blocks were used enthusiastically to create a home for the teddy bears. One boy, working hard to assemble the blocks, said with great excitement, 'Look! I'm making a planet for the bears to live on.' Well-focused teaching sessions ensure children make good progress in the development of their skills and abilities. Speaking and listening skills are developed progressively and adults model language well. However, opportunities are sometimes missed by adults to encourage children to extend their ideas when they are engaged in their own games.

Leadership and management are good and staff work as a close and efficient team. Learning flows well between the well-resourced indoor and outdoor classrooms and staff ensure that children are safe. All staff monitor children's development regularly and information is used well to keep parents and carers informed of their children's progress. Links between the school and parents and carers are good, beginning with home visits and extended well through the Reception page of information on the school's website to an annual report and regular discussions with staff.

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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 of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of the parents and carers who replied to the questionnaire are pleased with the school. They are happy with the information they receive about their children's progress and also pleased that their children are safe and helped to be healthy. A very few are concerned about the poor behaviour of some pupils. The inspectors looked in detail at behaviour in lessons, at playtimes and lunchtimes, and around the school. The inspectors found behaviour was good. Parents and carers are supportive of the changes that are being introduced into the school. One parent summed this up saying: 'Cogenhoe is a good school and the new head has made excellent progress since she took over. The school team work hard and there is always good communication with parents.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cogenhoe 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	58	25	39	2	3	0	0
The school keeps my child safe	48	75	16	25	0	0	0	0
My school informs me about my child's progress	29	45	34	53	0	0	1	2
My child is making enough progress at this school	41	64	20	31	2	3	1	2
The teaching is good at this school	43	67	20	31	1	2	0	0
The school helps me to support my child's learning	32	50	27	42	4	6	0	0
The school helps my child to have a healthy lifestyle	31	48	33	52	0	0	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)	41	64	21	33	0	0	1	2
The school meets my child's particular needs	33	52	27	42	4	6	0	0
The school deals effectively with unacceptable behaviour	29	45	32	50	1	2	0	0
The school takes account of my suggestions and concerns	22	34	37	58	5	8	0	0
The school is led and managed effectively	34	53	29	45	1	2	0	0
Overall, I am happy with my child's experience at this school	44	69	18	28	2	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 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.



15 July 2011

Dear Pupils

Inspection of Cogenhoe Primary School, Northampton, NN7 1NB

Thank you for being so helpful and polite to us when we visited your school. We enjoyed talking to you and looking at the interesting work you do. You were very excited about the start of the construction of your new kitchen and told us that you are looking forward to having school lunches.

We were impressed to see how much you enjoy your lessons and you told us you find learning fun because teachers make your lessons interesting. You get on together and behave well. You know a lot about being safe and healthy. We found that you make good progress in your time at Cogenhoe and you are extremely well cared for. You make a good contribution to your community and are learning a lot about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

You told us yours is a good school and we agree with you. We have suggested two things that would help to make your school even better.

We have asked your teachers to:

- make sure they use what they know about the progress you are making to plan work that is challenging and a good match to your abilities
- take extra care when they mark your work to make it clear to you how you can improve what you have done so that your next piece of work is even better.

You can help by continuing to work hard and doing your best at school. It was a great pleasure to visit Cogenhoe and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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