



Cogenhoe Primary School

Inspection Report

Unique Reference Number 121805
LEA Northamptonshire
Inspection number 294357
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Champak Chauhan HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	York Avenue
School category	Community		Cogenhoe
Age range of pupils	4 to 11		Northampton, Northamptonshire NN7 1NB
Gender of pupils	Mixed	Telephone number	01604 890380
Number on roll	167	Fax number	01604 890380
Appropriate authority	The governing body	Chair of governors	Mr J White
Date of previous inspection	29 November 2004	Headteacher	Miss E Dixon

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Introduction

The inspection was carried out by one of Her Majesty's Inspector of Schools and an Additional Inspector.

Description of the school

Cogenhoe Primary is a small school situated a few miles from Northampton. Most pupils live in the immediate vicinity and no pupils claim free school meals. None speaks English as an additional language and the proportion of pupils that has learning difficulties and disabilities is below average. A relatively high number of pupils in Year 6 joined the school from elsewhere. The children's attainment on entry to the school at age four is average, with some that are above average. When the school was inspected in November 2004, it was judged to require special measures.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures.

Inspection evidence supports the school's most recent view of itself that its overall effectiveness is now satisfactory. Pupils' achievements have improved considerably over the last year. The unpublished national test results for 2006 indicate that standards at both key stages have risen significantly. Children come into the Foundation Stage at age four and experience good teaching and learning. They make good progress and attain standards that are at least as good as those expected for their age. Across the school, the teaching and learning are satisfactory, with good features. However, teachers do not always ensure that all pupils are fully engaged in their learning. The curriculum is good and assessment procedures are thorough. The pupils are well behaved and their attitudes are generally very good. The headteacher is hard working and provides very good leadership and direction to the work of the school. She and the senior managers work together closely and they regularly check the school's work. They have brought in many new systems and improvements. However, the impact of these actions, especially on the pupils' learning, is not fully evaluated. The governing body provides strategic direction to the work of the school. It has appropriate measures in place for holding the school to account for standards and the quality of provision. The school has improved its provision significantly in the recent past and it has a good capacity to make further improvements. The school provides sound value for money.

What the school should do to improve further

- Ensure that the teaching focuses more on the pupils' progress and the quality of their learning.
- Ensure that there is more thorough and regular evaluation of the impact of actions that the school has taken.

Achievement and standards

Grade: 3

Standards are broadly average and the pupils' achievements are satisfactory. Children make good progress in Reception in all areas of learning because staffing levels and the quality of teaching are good. Recently, test results in Years 2 and 6 declined. They were below average in 2005 and some pupils underachieved. This underachievement occurred as a result of weaknesses in teaching, the curriculum and the way that pupils' progress was tracked. Inspection evidence shows that pupils throughout the school now make at least satisfactory progress and in some classes they make good progress. The national test results for 2006, although unvalidated, show a significant improvement from those achieved in 2005. In the current Year 2 and Year 6 classes, standards are at least average. They are above average in mathematics in Year 2 and in English in Year 6. The targets set for pupils were sufficiently challenging and most pupils met them. Pupils, who have gaps in their knowledge, understanding and skills,

are catching up because there are good additional programmes to support them. They are supported well by the school's focused work on improving the curriculum, teaching and assessment. Pupils with learning difficulties and disabilities make good progress. They receive well directed additional support to enable them to attain, and in some cases exceed, the targets set for them.

Personal development and well-being

Grade: 2

The attitudes and behaviour of the pupils are generally very good. Pupils settle down to their learning quickly. Most are well motivated and many are keen to participate in whole class discussions. The pupils work well with each other and with the adults. They generally enjoy their education and the school's attendance rate for the year 2004 to 2005 was 96.1%, higher than the 94.6% achieved by other primary schools nationally. A few pupils, however, especially a handful of boys in Year 3, continue to display challenging behaviour. This sometimes hinders the learning of others. A few pupils say they have been the victims of name-calling but this has been swiftly dealt with by the school.

The pupils' spiritual, moral, social and cultural development is generally good. Pupils have a strong sense of right and wrong. The school council meets regularly and its views are taken into account. It has been instrumental in improving provision, for example by suggesting that additional play equipment is ordered. The pupils value the chance of eating healthily and many do so. They exercise regularly in physical education lessons and in extra-curricular activities. They generally adopt safe practices and are aware, for instance, about the dangers of smoking and of drug and alcohol abuse. The pupils participate well in their community through the raising of money for charities, for example for cancer research, and helping with the organisation of the summer fair. They soundly develop their basic skills in literacy and numeracy to enable them to secure their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with some good features. Strengths in teaching across all classes include good planning and the good use of information and communication technology. Teaching assistants are well trained and deployed. They provide good support for pupils, including those with learning difficulties. Relatively weaker aspects of teaching in a few lessons include introductions that are too long and pupils not sufficiently engaged in their learning for sustained periods. Assessment is satisfactory and improving, which is helping to raise standards. Good procedures have been established for periodically checking the pupils' progress in most subjects. Teachers regularly check how well pupils are progressing during lessons and are increasingly involving pupils in assessing their own work. They mark work regularly

and highlight what the pupils need to do to make improvements. The school has worked successfully to improve its teaching and to tackle any unsatisfactory teaching. These improvements, however, have not fully impacted on the pupils' learning and progress to ensure that they are better than satisfactory.

Curriculum and other activities

Grade: 2

The curriculum has improved well since the last inspection and is now good. Much has been done to ensure the curriculum is adapted to match the pupils' needs and interests, and caters for pupils taught in mixed age classes. Reception children enjoy a wide range of activities with a good mixture of adult-led and independent activities. The curriculum in Years 1 to 6 gives good attention to teaching the basic skills, whilst ensuring that other subjects are not squeezed out. Links between different subjects are well developed and improving. The many outside visits and the use of visitors to school increase the pupils' knowledge of their community. Specialist coaching in sports, two residential trips and a wide range of well attended, after school activities help develop the pupils' interests, self confidence, and ability to work in teams. The school has developed very good links with other schools. This had a significant impact on curriculum development and enabled it to pool resources, share expertise, and undertake joint projects. Provision for pupils with learning difficulties is good. Provision for gifted and talented pupils is satisfactory and improving.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. The staff know the pupils well. The children settle well into Reception because induction arrangements are good. Good transfer arrangements ensure that pupils are well prepared for the changes they will encounter in secondary school. Arrangements for ensuring health and safety are good. Child protection procedures are securely in place and the staff have had recent training. Regular checks are made on staff, equipment and premises and the building is cleaned and maintained to a high standard. Vulnerable pupils and those with learning difficulties are supported well. The school has forged strong links with parents, carers and external agencies in this regard. Pupils also say they can approach an adult in school if they have a problem. Staff regularly seek the pupils' views and act upon them when appropriate.

Leadership and management

Grade: 2

The headteacher provides very good leadership and direction to the work of the school. She works hard and is dedicated to improving the school. The headteacher and deputy headteacher regularly check the work of the school. They observe lessons and scrutinise the pupils' work and the teachers' planning. Such work has also begun to be undertaken by subject leaders and has led to a much better understanding of the school's strengths

and weaknesses. The school's self-evaluation is detailed and the views of parents and other stakeholders have been taken into account. However, the impact of initiatives that the school has undertaken is not always evaluated thoroughly. The staff work hard and are committed to improving their practice. Morale is high with good teamwork. The school has made significant improvements over the last year and has a good capacity to improve further. The governing body continues to meet regularly. It is holding the school more to account through its 'sponsorship teams' which examine progress in each of the areas identified for the school's improvement. Governors have an overview of the school's progress through their good and innovative 'tracker grid' which is updated monthly. Some governors visit regularly and a few write in-depth reports about their visits. The governing body has a good overview of the school's progress and of the areas that need further development. Some governors, especially the chair of governors, are hard working and dedicated.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school recently and for being so helpful when I have visited in the past.

The things we like about your school.

Your school has improved a lot in the last year.

You are taught well and you make at least satisfactory progress. Some of you make good progress.

As a result, standards in the school are improving a lot.

You are well behaved and your attitudes to school are very good.

The school teaches you a good range of subjects and many of you participate well in after school clubs and events.

Your headteacher, Miss Dixon, works hard to improve the school. She and the other teachers and the governors check the work of the school regularly.

To make things even better for you we have asked the school to.

Involve you more in your learning by giving you more fun things to do in lessons.

Check its work more thoroughly so that things can be made even better for you.

I wish all of you all the very best for your future.