

Cogenhoe Primary School

Inspection report

Unique Reference Number	121805
Local Authority	Northamptonshire
Inspection number	314105
Inspection date	15 July 2008
Reporting inspector	Gerald Griffin

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 on roll	
School	134
Appropriate authority	The governing body
Chair	John White
Headteacher	Ellie Hill
Date of previous school inspection	5 July 2006
School address	York Avenue Cogenhoe Northampton NN7 1NB
Telephone number	01604 890380
Fax number	01604 890380

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Cogenhoe School is a small primary school. Nearly all pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is below the national average. The school has two headteachers. One leads the school from Monday to Thursday. The other, who is otherwise the deputy headteacher, leads the school on Friday.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cogenhoe is a good school where pupils achieve well and attain above average standards. The school is continuing to improve under the school's good leadership and management. The two headteachers work together effectively and provide the school with clear direction. They are supported well by subject leaders and other staff. The school's record of rising standards and achievement shows it is well placed to get even better.

Personal development is good and pupils thrive in the school's happy and calm atmosphere. Pupils have positive attitudes and behave well. They feel very safe in school and their above average attendance reflects pupils' enjoyment of all that the school offers. Children get off to a good start in the lively Reception class and they progress well. In Years 1 to 6, progress in English, mathematics and science has improved and is now good. However, pupils' use of their knowledge and understanding of number to solve mathematical problems is a relative weakness and this means progress in mathematics is not as rapid as in other areas of their work.

Pupils' accelerating progress is the result of good and improving teaching. Classes are managed well, relationships are positive and pupils work hard. Teachers provide interesting work and pupils especially enjoy the many tasks that actively involve them in their learning, such as games, puzzles and research. Occasionally the pace of learning slows when teachers' instructions are not clear and pupils are not sure what they need to do. The good curriculum supports pupils' personal development well. Pupils have many opportunities to meet and work with their peers from other small schools, which broadens their experiences. Art is a strength and there are many exciting displays of pupils' paintings around the school. Educational visits and many sports and other clubs extend the curriculum well. Staff use their detailed knowledge of the needs of individual pupils effectively to provide a high level of pastoral care. Pupils with learning difficulties receive sympathetic support and their well-considered learning programmes ensure they too progress well. Academic guidance is effective and care, guidance and support overall are good.

Parents are overwhelmingly supportive of the school and are very pleased with the standard of education it provides. One summarises the views of many, writing, 'We are delighted with the progress our children are making. Our son in Year 6 leaves the school as a confident young man with good self-esteem thanks to him being respected and valued in all aspects of his school life.'

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress in the Reception class. Most reach the expected standards and some exceed them by the time they start Year 1. Progress is particularly good in word recognition because children have many opportunities to practice saying the sounds that letters make. Teaching is good in the stimulating classroom. Good planning provides activities that accurately match children's needs, ensuring all work at an appropriate level. Children show positive attitudes and behaviour is very good. Children are confident and work together well, readily sharing apparatus such as computers. The many opportunities to use the outdoor learning area as part of the exciting curriculum promote children's growing independence well. There is an appropriate balance of activities led by adults and those chosen by children. Parents are pleased with the programme that ensures children settle quickly into the routines of school and feel their children

are very well cared for. Leadership and management are good. Children's progress is regularly checked but the school is aware that assessment does not always identify children with learning difficulties quickly enough so that it can provide prompt and appropriate remedial action at an early stage.

What the school should do to improve further

- Improve pupils' problem-solving skills in mathematics.
- Ensure teachers' instructions in lessons provide pupils with a clear understanding of what they need to do.

Achievement and standards

Grade: 2

On entry to the Reception class, children's skills and experiences are similar to those expected for their age. Achievement, including that of pupils with learning difficulties, is good and standards reached in Year 6 are above average. Progress in English is especially good. This is because the school provides many opportunities for pupils to write in different styles and to practise their writing skills in all subjects across the curriculum. Pupils' ready access to non-fiction books, magazines and newspapers has greatly improved their reading and comprehension skills, especially for the boys. Progress in science has accelerated because pupils have more time for practical and investigative work that reinforces pupils' understanding of scientific fact. Pupils have well-developed calculation skills but their ability to apply these in mathematical investigations and to answer longer questions is a weaker element of their work. Pupils use a good range of computer software and this helps them to progress well in information and communication technology (ICT).

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils respect each other, adults and property and they reflect maturely on spiritual matters. A strong moral code forms the foundation for their good behaviour, although occasionally pupils call out, which interrupts class discussions. Pupils work together well in teams and have a high level of respect for the culture and beliefs of people different to themselves. Pupils know that the rare cases of bullying are quickly and effectively resolved and this ensures they feel very safe in school. Pupils know how to maintain a healthy lifestyle and most do their best to take regular exercise and eat a healthy diet. They enjoy all aspects of school such as meeting their friends, lessons, taking part in clubs and going on educational visits. The school council is very active and is proud of the work it has done to help improve the playground apparatus and toilets. Pupils readily take responsibility in such ways as 'office helpers' and 'play leaders'. They are keen to participate in village activities and help the wider community by collecting for charity, especially for a school in Kenya. Positive attitudes and above average standards are preparing students well for secondary school and future employment.

Quality of provision

Teaching and learning

Grade: 2

There are many signs that teaching and learning are getting better. Teachers' questions are challenging and make pupils really think. Teachers use computers and other technology well to engage pupils and, as a result, they are keen to learn. Teachers' good use of test results and other assessments to plan work that matches the different needs of pupils is accelerating progress. The many opportunities for pupils to discuss their ideas in small groups are enabling pupils to really clarify their thoughts and significantly improve their understanding. The pace of progress sometimes slows when pupils are not sure what is required of them because the teacher's instructions lack clarity. Teaching assistants make a valuable contribution to learning, especially for pupils with learning difficulties.

Curriculum and other activities

Grade: 2

The curriculum supports aspects of pupils' personal development well through such activities as lively assemblies, swimming, physical education and health education lessons. The high priority given to improving pupils' basic skills has successfully raised standards in English and mathematics. The school recognises that there is scope to provide gifted and talented pupils with more challenging tasks in subjects such as history and geography. There are not enough computers to allow pupils to work individually, for example on Internet research. The school is ordering additional laptops to remedy this shortfall. The many visitors and outside educational visits add interest to learning and widen horizons. The good number of well-attended clubs raises aspirations and adds to pupils' enjoyment of school.

Care, guidance and support

Grade: 2

Pupils are very well cared for in school. Pupils feel confident in approaching a member of staff with a concern because they know their worry will be quickly and effectively resolved. The progress of pupils with learning difficulties is reviewed regularly to ensure their learning programmes meet their needs. The school has effective contacts with many outside agencies to support pupils' personal development and learning. For example, experts in children's mental health have recently trained staff on how to support pupils with anxieties and attachment disorders. Procedures for health and safety and for child protection are robust and are reviewed regularly.

Marking and other feedback provide pupils with a very clear understanding of what they need to do to improve their work in English. Academic guidance in mathematics is not of the same high standard, although it is good overall, and as a result, not all pupils know precisely what they must practise to make their work better.

Leadership and management

Grade: 2

The school's programme of monitoring and evaluation has improved. Rigorous procedures provide the school with an accurate picture of its strengths and areas for development. Improvement plans are appropriate and have a good record of success. For example, effective training in class management and the setting of consistently applied rules and expectations have significantly improved standards of behaviour. Subject leaders provide valuable support for the headteachers and check standards and progress in their areas well. The school sets challenging targets that are driving standards up. Pupils' achievement in English and mathematics is assessed regularly to check that they are meeting their targets. If progress slows, teachers take effective remedial action to help individuals catch up. These procedures are less effective in science. The school uses resources well to keep teaching groups small, in order to provide pupils with more individual help with their learning.

The governors are very active in school affairs and work hard on its behalf. They challenge the school rigorously on the standards of education it provides. For example, they have made detailed checks to ensure the shared headship is working effectively.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 July 2008

Dear Pupils

Inspection of Cogenhoe Primary School, Cogenhoe, Northampton NN7 1NB

You may remember that we visited your school last term. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. Thank you for being so very polite and friendly. You are rightly proud of the school's happy atmosphere where you all get on so well together. We think Cogenhoe is a good school. Here are some of the things we found out.

- You make good progress in your lessons.
- You make a good start to your schooling in Reception.
- The good teaching helps you to reach above average standards in English, mathematics and science.
- You really enjoy school and feel very safe and secure.
- You behave very well and your attendance is good.
- You have good relationships with your teachers and you work hard for them.
- The curriculum provides you with many exciting extra activities, including visits out of school.
- Adults look after you well and are always ready to help you.
- The headteachers and teachers are working hard to make sure the school gets better.

We have asked the school to do two things to help you get even better in your learning.

- Help you to improve problem solving in mathematics.
- Make sure teachers explain clearly what they want you to do in lessons.

You can help the school by continuing to behave well, trying your best in lessons and attending every day.

We wish you all success in the future.

Yours sincerely

Gerald Griffin Lead inspector