

# North Cockerington Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	120580
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358794
<b>Inspection dates</b>	24–25 January 2011
<b>Reporting inspector</b>	Lynne Blakelock

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Stratford
<b>Headteacher</b>	Jean Stark
<b>Date of previous school inspection</b>	5 November 2007
<b>School address</b>	School Lane North Cockerington, Louth LN11 7EP
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## Introduction

This inspection was carried out by two additional inspectors, who observed three teachers over eight lessons. Meetings were held with a group of pupils, members of staff and representatives of the governing body. The inspectors observed the school's work, and looked at policies and procedures to keep pupils safe, the analysis of pupils' achievement, the school's development plan and the minutes of the governing body. They analysed staff and pupil questionnaires and 34 returned by parents and carers.

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

- It explored the inconsistencies in mathematics attainment across different year groups and between boys and girls.
- It investigated the quality and extent of assessment and its impact on pupils' progress.
- It assessed the capacity of middle leaders and the governing body to move the school forward.

## Information about the school

This popular school is much smaller than average. It serves pupils from within a radius of 10 miles. Most are of White British heritage. A below-average proportion have special educational needs and/or disabilities, of which the vast majority are moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average.

The school works in partnership with four neighbouring primary schools and four secondary schools as part of a Learning Network. It has achieved the foundation level of the International Schools Award.

**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

This is a good school. Pupils are nurtured and valued for who they are, as a result of the strong ethos that forms the basis of the school's work. Their good progress from the Early Years Foundation Stage onwards and their above average attainment in English and mathematics by the end of Year 6 lead to them being prepared well for secondary school. Good teaching and a broad and engaging curriculum, which makes effective use of the partnerships with other schools, are significant in pupils' positive attitudes towards school and learning. This is evident in their outstanding attendance and good behaviour.

The school is strengthened by the clear direction and vision of the headteacher and the teamwork and effective communication between the staff. Accurate and timely monitoring of pupils' progress has been effective in supporting sustained improvement and above average attainment in Year 6 for several years. Challenging targets are regularly met, also reflecting the school's good capacity for further improvement. Self-evaluation practices are effective, but sometimes too informal. For example, limited formal monitoring of teaching means that inconsistencies in practice are not always identified quickly and some of the skills and strengths of the staff are not used to maximise school improvement. The governing body is showing great determination and enthusiasm to move the school further forward, but does not yet gather enough independent knowledge about its performance to have a full influence.

In Key Stage 1, boys and girls are making good progress, both overall and in mathematics, through good quality teaching and support. However, pupils' writing skills in Years 1 and 2 are less well developed and not enough pupils reach the higher levels because they have few regular opportunities to write at length across a range of activities. Good assessment practices encourage pupils' good rates of progress. They know what they have achieved in lessons and what to do next because teachers' marking gives them this information very clearly, particularly in literacy, where some marking is exemplary and pupils evaluate for themselves how well they have achieved what they set out to learn.

## What does the school need to do to improve further?

- Extend and broaden writing opportunities for pupils in Years 1 and 2, including for those who are capable of reaching higher levels, in order to raise their attainment.
  - Strengthen the effectiveness of leadership and management by ensuring that:
    - the headteacher's regular, informal observations of the quality of teaching are backed up by a wider programme of formal lesson observations
    - the skills and strengths of staff are put to good use in monitoring and driving improvement in specific aspects of the school's work

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- the governing body has enough independent knowledge of the school's performance to have a greater influence in moving it forward.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy school and the ever-increasing range of activities. They respond to the high expectations of the staff and confidently take on the responsibilities with which they are entrusted. This includes older pupils leading worship on a weekly basis. As a result, they develop a wide range of personal and inter-personal skills. On a daily basis, pupils care for each other and help each other out in the classroom and the playground. Each class makes its own rules, which is one way that the school encourages pupils' ownership of their actions. They feel safe in school, backed up by a comprehensive learning programme. The focus this year on e-safety reflects the school's determination that pupils understand the advantages of the internet and the risks it poses. They show a good understanding of the importance of adopting healthy lifestyles, especially keeping fit. While pupils know the importance of eating nutritious foods and there is a good take-up of hot, healthy lunches, lunch boxes show less healthy choices. The curriculum and the ethos of the school promote tolerance and respect for everyone. The school is using its partnership with other schools to promote pupils' greater understanding of the cultural and multicultural diversity of the world.

Effective support is quickly put in place in lessons, following identification of those who have special educational needs and/or disabilities, so that they make good progress through the school. Teaching assistants have a specific focus for each pupil that they work with, so that their skills are steadily built up. Pupils capable of reaching higher levels also achieve well by the end of Year 6 because tasks challenge them accurately and regularly test how well pupils can apply their learning in unfamiliar settings. There is specific provision for gifted and talented pupils, who also make good progress, whether in specific talents or classroom learning. Methods of teaching and styles of learning engage both boys and girls and promote their good achievement. This was seen in a mixed-age class, where pupils of all abilities were challenged accurately by a range of tasks to develop their skills in locating squares on a grid. All pupils were able to define what a co-ordinate is because explanations were based on experiences they could relate to and which motivated them, such as how co-ordinates help them to locate where they live. Thus, they were engrossed in their learning. While speaking and listening skills are promoted throughout each day and pupils enjoy practising their sounds and letters, they do not get enough opportunities in Key Stage 1 to broaden and practise their writing skills. Thus progress for some, including at higher levels, is not consistently good. Attainment in mathematics has fallen over recent years in Key Stage 1, but this has been due to the lower starting points of the pupils rather than the quality of provision. Girls' performance in mathematics in Year 2 last year was well below that of the boys, but this was also related to their levels of attainment on entry and the small number of pupils in year groups.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Pupils' good progress in lessons and over time is encouraged by activities that are interesting and make them think. Positive relationships between staff and pupils are also significant in pupils' enthusiasm for learning. There is a brisk pace to learning, which helps pupils to stay focused. They enjoy learning for themselves and solving problems, although their behaviour remains good even in the few cases when lessons are too dominated by teachers. All teachers know their subjects well and the questions that they ask focus on the specific purpose of the lesson, promoting pupils' further progress. Inter-active white boards are used well as a tool for learning. There are a small number of inconsistencies in practice and there is some overuse of commercially produced worksheets. A common strength is the contribution of teaching assistants to pupils' learning, based on good planning for the needs of the groups with which they work.

The organisation and planning of learning have developed further since the last inspection, promoting pupils' achievement and their enjoyment of learning effectively. The range of partnerships with other schools has broadened and extended the curriculum and the styles of learning. It includes a multi-faith day for Year 5 pupils, which was held during the inspection. Pupils value the specialist teaching in a number of practical subjects and projects in, for example, mathematics and design and technology, which result in a widening range of skills. The Learning Network is providing challenging activities for the most-able pupils to develop higher-level skills in mathematics, while those pupils who find

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some aspects of learning difficult benefit from good provision to promote their achievement. Themes in school are planned carefully to provide links across subjects, so that pupils see better the relevance of learning. They are often creative, as examples of work in corridors and classrooms show. After-school activities are popular, varied and add to pupils' skills and enjoyment of school, as well as helping them to discover what they are good at.

Pupils in this inclusive school are guided and supported well according to their individual needs, so that they are confident and feel good about themselves. A range of outside agencies provides specialist help to back up the school's services. Transition from class to class and to secondary school is judged by the pupils to be very helpful to them in settling down. The climate of encouragement and support and the strategies to help pupils develop their academic skills and to manage any worries and concerns enable pupils to settle quickly to learning. Parents and carers are viewed as partners with the school in their children's learning, and are kept well-informed. Excellent reports to parents and carers, for example, provide a full picture of their children's academic and personal development and their attendance.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher's focused leadership over time is fundamental to the good effectiveness of the school and its standing in the local community. Her determination to develop the whole child is supported by all of the staff and demonstrated in the range of activities to promote pupils' well-being as well as their academic progress. The unity of the staff and their common purpose and ambition further strengthen the school. Good use is made of resources both within and outside the school to broaden the curriculum and to build on the good links with parents and carers. Tracking of pupils' progress is regular and the findings are acted upon to set challenging targets and to ensure good equality of opportunity and freedom from discrimination. However, the informal checking of the quality of teaching does not always ensure a fully accurate picture of strengths or inconsistencies. The staff have a range of skills which are expanding through the Learning Network, but they are not always used profitably in monitoring and driving specific initiatives. Leadership by the special needs co-ordinator is effective. Although the school makes a good contribution to community cohesion locally and has achieved the foundation level for its international involvement, national links and coverage and evaluation of the socio-economic, religious and ethnic strands are at an early stage of development.

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The supportive governing body is increasingly involving itself in monitoring the school's work, but does not yet know enough from first-hand evidence to be able to determine its future direction. It ensures that safeguarding procedures meet national requirements.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with knowledge and skills that are broadly at the levels expected for their age, although there is some variation from year to year. They settle quickly because they and their parents and carers have been prepared well beforehand. Relationships with parents and carers are a priority and staff ensure that communication is good, so that they know how they can support their children's learning in, for example, learning letters and sounds. The children are keen to begin learning each day and the variety of activities, many of which involve them learning for themselves, interest and challenge them. Staff question the children carefully to help them to move on in their learning. A wide range of resources ensures that they can practise skills in all areas of learning, both inside and in the outdoor area. However, the outdoor area is not used regularly enough as an extension to the classroom.

Children's welfare is paramount and all safeguarding procedures are established. Safe behaviour and good hygiene are reinforced through the day and the children model good practice, such as not running. Their achievements are recorded daily in learning journals that show comprehensive coverage of all aspects of learning. The teamwork and joint planning of the teacher and teaching assistant demonstrate excellent practice and contribute strongly to the good progress that the children make.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most of the parents and carers who responded to the questionnaire were supportive of every aspect of the school's work. Almost all agreed that, for example, leadership and management of the school are effective and that the school keeps pupils safe. One response focused on the 'excellent educational environment for each child which enables them to achieve their goals and make good progress'. The range of extra-curricular activities, very positive parent/teacher relationships and dedicated staff were all praised. Although a few parents and carers did not feel that the school dealt effectively with unacceptable behaviour or that their suggestions and concerns were taken into account, the inspection team found no evidence of this. However, all comments have been shared with the headteacher, while preserving the confidentiality of the writers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Cockerington Church of England 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	59	12	35	2	6	0	0
The school keeps my child safe	27	79	7	21	0	0	0	0
My school informs me about my child's progress	20	59	11	32	2	6	1	3
My child is making enough progress at this school	20	59	13	38	1	3	0	0
The teaching is good at this school	24	71	9	26	1	3	0	0
The school helps me to support my child's learning	20	59	13	38	1	3	0	0
The school helps my child to have a healthy lifestyle	20	59	14	41	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)	17	50	11	32	2	6	1	3
The school meets my child's particular needs	21	62	13	38	0	0	0	0
The school deals effectively with unacceptable behaviour	17	50	12	35	4	12	1	3
The school takes account of my suggestions and concerns	17	50	10	29	4	12	0	0
The school is led and managed effectively	25	74	8	24	1	3	0	0
Overall, I am happy with my child's experience at this school	24	71	9	26	0	0	1	3

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 January 2011

Dear Pupils

**Inspection of North Cockerington Church of England Primary School, Louth,  
LN11 7EP**

During our recent visit to your school, we enjoyed meeting you and observing you at work and play. Thank you for showing us round and sharing your thoughts about school and learning with us.

Your school is a good school. The staff care about you, help you with any problems and make sure you know how to keep safe. Your behaviour is good. We were pleased to see that the school gives you responsibilities which you take seriously and lots of opportunities to learn for yourselves. Together, they mean that you have a good range of skills to help you in secondary school. You make good progress because teaching is effective and the levels that you reach by the end of Year 6 are above average. Partnerships with other schools give you increasing opportunities to learn in a variety of ways, both in school time and in after-school clubs. We are delighted that your attendance is excellent. Well done!

Your school can be even better. I have asked your headteacher to plan a range of writing tasks for those of you in Year 1 and 2 to help broaden your skills and raise your levels of attainment in writing, because you develop these skills more slowly than others and those of you who are capable of reaching higher levels are not always doing so. The headteacher and staff work hard to give you a good education. I have requested that all aspects of the school's work are monitored and checked regularly so that the school has a very clear understanding of where its work can be further strengthened.

I know that you will help the staff to make these improvements and also keep working hard.

Yours sincerely

Lynne Blakelock

Lead inspector

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