

# Cockfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	114114
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357481
<b>Inspection dates</b>	9–10 May 2011
<b>Reporting inspector</b>	Graeme Clarke

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Pease
<b>Headteacher</b>	Mrs Sally Baum
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	Front Street Cockfield, Bishop Auckland County Durham DL13 5EN
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## Introduction

This inspection was carried out by two additional inspectors. They observed activities in the school, including the work of five teachers during short visits to parts of lessons and extended visits to six lessons. They visited an assembly and held discussions with pupils, parents and carers and members of the governing body and staff. They scrutinised the school's documentation including information about child protection and safeguarding, notes of meetings, curriculum planning, development plans, records of pupils' progress and pupils' work throughout the year. They analysed 58 questionnaires from parents and carers, 47 from pupils in Key Stage 2 and 13 from members of staff.

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

- How leaders and managers have improved pupils' attainment particularly in writing, and the progress of those with special educational needs and/or disabilities and of boys.
- The pattern of attendance and its effect upon the development of pupils' workplace and other skills.
- How improvements to teaching and changes to the curriculum have improved outcomes for pupils.
- The involvement of the governing body in monitoring and evaluating the school's work and the extent to which it ensures full provision for community cohesion.
- Children's learning and progress as they move through the separate Nursery and Reception classes in the Early Years Foundation Stage.

## Information about the school

This rural school is much smaller than the average-sized primary school. The number of pupils on roll has fallen steadily in recent years. A much higher-than-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is higher than average, with a much higher proportion than usual having a statement of special educational needs. Almost all pupils are of White British heritage and none speak English as an additional language. The school provides additional support for children with special educational needs and/or disabilities of pre-school and nursery age in the locality. The school has gained the Healthy School status, the Activemark, International School status (intermediate) and the Investors in People award.

Privately-organised childcare provision in the school for children from three to 11 years of age was inspected separately and the report is available on the Ofsted website.

**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?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Cockfield is an outstanding primary school. The headteacher, ably assisted by the whole staff team, provides very clear educational direction. An exemplary curriculum, which reflects the school's setting in its community, and exceptional care, guidance and support lie at the school's heart and lead to outstanding outcomes. Outstandingly effective partnerships, especially with the local community, augment pupils' learning and development. Parents and carers have exceptional confidence in the school, which is strengthened through excellent links with them.

Following the last inspection, determined action has improved the quality of teaching, pupils' attainment, especially in writing, and boys' progress. Very effective teaching successfully promotes the school's values and an enjoyment of learning. Pupils value knowing the targets they are expected to reach, although marking in mathematics does not consistently point out their next steps towards meeting them. Last year boys and girls made equally good progress and, as in recent years, most left Year 6 with average attainment in English and mathematics. Although last year mathematics results slipped back a little, initiatives to improve pupils' progress in mathematics are bearing fruit this year.

Exceptionally diligent arrangements very effectively support pupils with special educational needs and/or disabilities who, in turn, make good progress. The high proportion of pupils with a statement of special educational needs also make good progress. This is an entirely inclusive school where all pupils participate fully in every facet of school life. Pupils absolutely enjoy school. Almost all aspects of their personal development are outstanding. Pupils feel entirely safe. Their exemplary behaviour in lessons and assembly contributes to good learning and progress. They are polite and considerate towards others. With an extensive knowledge of the importance of diet and looking after their health, they enthusiastically take part in physical activity. They make exceptionally good contributions to support their school and life in their local community. In turn, pupils' spiritual, moral, social and cultural development is outstanding.

In this outstandingly well led and managed school, senior staff and the governing body review the school's work assiduously and have an accurate picture of its work. Firmly grounded procedures ensure the school runs efficiently day by day. Development planning focuses sharply on raising pupils' attainment and progress. The school has sustained recent improvement so that pupils presently in Year 6 are making good progress. The school recognises the need to consolidate and securely establish the gains they have made. Leaders and managers know that more work is required to foster pupils' awareness of the diversity of ways of life within the United Kingdom. The capacity for sustained improvement is good.

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

- Consolidate initiatives to improve progress, particularly in mathematics, by ensuring that when teachers mark pupils' work they consistently give them advice on their next steps towards meeting their targets.
- Extend arrangements to promote community cohesion by providing opportunities that widen pupils' experience and understanding of the diversity of ways of life throughout the United Kingdom.

## Outcomes for individuals and groups of pupils

**1**

Pupils participate wholeheartedly and enthusiastically in activities in lessons where they listen courteously and speak confidently when contributing to discussion. They are motivated to work hard and are keen to respond to questions and cogently offer good answers, such as when they have to explain the reasons for their reply. They work well collaboratively and individually where they are responsible and industrious. Pupils write legibly and take care to lay out their written and mathematical work neatly and clearly.

Both boys and girls make good progress as they move through the school. They build on skills and abilities that are, for many, notably lower than those typically expected for their age when they begin school in the Nursery Year. Pupils' attainment at the end of Year 2 has steadily improved in reading, writing and mathematics in recent years. In both English and mathematics, attainment at the end of Year 6 rose from below average three years ago and has been average in both subjects since. Although attainment in mathematics fell back a little in 2010, the school has successfully recovered the situation this year. Almost all pupils are now attaining at or above the levels expected for their age. Last year all higher-ability pupils fulfilled their promise to reach the highest levels. The school met its challenging targets.

Pupils are very well informed about all aspects of bullying and the need for the safe use of internet networking sites and convincingly say that bullying is not an issue. The school deservedly holds Healthy School status and the Activemark reflecting pupils' excellent understanding of ways to look after their well-being. Attendance has improved to above average and there is no persistent absence.. This pattern, coupled with a high level of confidence in discussion, an aptitude for team-working and enterprise, and a good ability to apply literacy, numeracy and computer skills prepares pupils well for the next stage in their education. Taking pupils' good progress and learning into account, they achieve well. Together with personal development that is outstanding in many respects, these aspects represent outstanding outcomes.

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*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>	3
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>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Good and sometimes very effective teaching motivates pupils and inspires good learning. Teachers and teaching assistants provide thoroughly planned activities that are well-suited to pupils' abilities. Improved since the last inspection, the best teaching is characterised by work that is challenging and makes effective use of targets to raise expectations. Stimulating introductions lead to pupils' full involvement and a high level of industry. Skilfully-pitched questions evoke enthusiastic responses and encourage pupils to give their views and to explain their reasoning. Occasionally, when insufficient time is given for activities, the pace of learning slows and only a minority of pupils are able to contribute to discussion. Teachers mark pupils' work diligently, always praise their accomplishments and often give pupils useful pointers for improvement. On some occasions, especially in mathematics, the advice is not clearly related to pupils' next steps towards their targets.

All pupils have full access to an outstanding curriculum which is arranged in a way that develops their knowledge and skills very effectively. The successful development of a thematic approach coupled with carefully sequenced activities which develop literacy and numeracy skills, extend pupils' knowledge and help them to apply learning in new situations. Pupils have a rich range of opportunities to take part in physical and culturally-related activities in and out of school. Outstanding partnerships enhance the curriculum. For example, the recent school centenary provided memorable opportunities for pupils to learn about their local heritage and to thoroughly enjoy working together with the

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community during the celebrations. Pupils' enterprise and science skills are developed through close links with local specialist secondary schools. International links and work in the arts greatly enrich pupils' skills and understanding and make a vital contribution to their outstanding spiritual, moral, social and cultural development.

Pupils thrive because all adults work with a common purpose to nurture pupils' development and improve their learning. Staff use their extensive knowledge of pupils' capabilities to give excellent academic guidance and support. Careful identification, diligent individualised education planning and a close eye being kept on their development, all make a key contribution to fostering the good progress of those pupils with special educational needs and/or disabilities. Of particular note is the way in which the school closely involves pupils and their families in planning and reviewing the success of activities and support together, an approach that parents and carers particularly appreciate. Excellent relationships with families and rigorous procedures have fostered above average 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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The caring ethos and the very positive climate for learning evident throughout the school stem from outstanding leadership and management. Effective performance management has improved teaching and resulted in pupils' outstanding outcomes. Discussion of informative reports leads the governing body to an accurate view of the school's work and it is successfully developing its role in seeing the work of the school at first hand and increasing its participation in monitoring and evaluation. The governing body and the school ensure effective procedures combine to assure all aspects of safeguarding pupils' welfare. Pupils have a very strong understanding of how to keep themselves safe, such as on the road, in school and when using the internet.

The school successfully prevents discrimination. Pupils truly enjoy equality of opportunity. Boys and girls, higher-ability pupils and those with special educational needs and/or disabilities all play a full part in school life, develop their talents and achieve well. An exceptionally positive partnership with parents and carers assures their confidence in the school and notably supports their children's learning at home. Partnership working with the local agencies and neighbouring schools has been particularly beneficial in providing specialist expertise to support learning and promote parents' and carers' involvement. The International School award reflects partnerships that enhance pupils' awareness of life overseas. However, to widen their understanding of community cohesion more

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extensively, the school recognises the need for more opportunities for pupils to learn about the diversity of life and culture in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children start in the Nursery class with skills and abilities lower than those typically expected for their age; their communication and language skills are very low. The school provides expert support for nursery-age children with special educational needs and/or disabilities within the locality and offers its expertise to neighbouring schools for children of pre-school and nursery age wherever it is required. Children settle in quickly and enjoy learning. Children leave nursery having made good progress during this time. Good progress is sustained in the Reception class where children develop the basic building blocks in all areas of learning to get off to a secure start in Key Stage 1. At the end of Reception Year in 2010 most were at broadly average levels for their age. Higher ability children successfully reached the highest levels. Children make good progress in their personal development, in aspects of mathematics and in their physical development. They make notably good progress in reading but less progress in writing.

Children learn well from a good balance of activities directed or supported by adults and those they initiate for themselves. Themes are carefully chosen and follow the same principles to coordinate the development of skills used throughout the school. Well-organised indoor and outdoor facilities are used extensively, particularly by nursery-age children who were excitedly investigating spiders and their webs. Teaching is sharply focused, for example, on developing children's communication and social skills. Successful use of phonics initiatives helps children to develop a knowledge of letters and sounds. Challenging mathematical activities develop their counting and calculating skills, such as in

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a Reception class group where they were actively involved in using number squares to aid addition.

Successful caring and working relationships prevail throughout this well-led and managed facility. An effective key worker team skilfully promotes children's imagination, learning and enjoyment. Assessments are thoroughly well used to record children's progress and adapt plans for future learning. From the outset when children join the Nursery class, good links forged with parents and carers aim to inform them about their children's progress and to foster learning at home.

*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

An above average proportion of parents and carers returned the questionnaires and, it is of particular note, that almost all were entirely supportive and there is very little disagreement. All agree that their children enjoy school, are kept safe, helped to have a healthy lifestyle, are well prepared for the future, that their particular needs are met, that unacceptable behaviour is dealt with and that they are happy with their children's experience. Of the small number who wrote comments, almost all were very positive and appreciative of the support that their children receive. The inspection findings concur entirely with these views.

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

Ofsted invited all the registered parents and carers of pupils registered at Cockfield 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	17	29	0	0	0	0
The school keeps my child safe	43	74	15	26	0	0	0	0
My school informs me about my child's progress	29	50	27	47	1	2	0	0
My child is making enough progress at this school	34	59	23	40	1	2	0	0
The teaching is good at this school	43	74	14	24	1	2	0	0
The school helps me to support my child's learning	29	50	26	45	2	3	0	0
The school helps my child to have a healthy lifestyle	35	60	23	40	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)	36	62	21	36	0	0	0	0
The school meets my child's particular needs	38	66	19	33	0	0	0	0
The school deals effectively with unacceptable behaviour	30	52	26	45	0	0	1	2
The school takes account of my suggestions and concerns	28	48	27	47	1	2	0	0
The school is led and managed effectively	38	66	18	31	1	2	0	0
Overall, I am happy with my child's experience at this school	43	74	15	26	0	0	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](http://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"><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.**



11 May 2011

Dear Pupils

**Inspection of Cockfield Primary School, Bishop Auckland, DL13 5EN**

Thank you for your welcome and help when the team came to inspect your school recently. I was impressed by your politeness and courtesy and delighted to see how much you enjoy all the activities arranged for you. You are exceptionally well behaved in lessons and around the school. I was pleased to see how much you contribute to help others, to school life and to village life in such a way that you made your school's recent centenary celebrations a success for many people to enjoy. I know all the staff are very proud of you.

I am delighted to tell you that your school gives you an excellent education. All the adults in the school look after you really well and that is why you feel very safe. I was pleased with the way you all enjoy school and take part in lessons. Taken overall, Year 6 last year made good progress. At this point in this school year the assessments show many of you are also making good progress. You are well taught and I hope you continue to do your best.

When I looked at your books I liked the way your teachers let you know how well you are doing and often let you know how to improve although they do not always link their advice to your targets when marking your mathematics work. I have asked them to help you to see more clearly how to improve when they mark your mathematics work. I have also asked the school to make sure that you learn more about people living in other parts of the United Kingdom.

You have many opportunities at Cockfield Primary School to learn about different aspects of life and these help you to prepare for the future. Some of you will soon be leaving to join a secondary school. I hope that you all do really well.

Yours sincerely,

Graeme Clarke

Lead Inspector

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