

Alderman Cogan's CofE Primary School

Inspection report

Unique Reference Number	118053
Local Authority	Kingston upon Hull City of
Inspection number	358252
Inspection dates	9–10 June 2011
Reporting inspector	Derek Pattinson

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Mrs B Hoggarth
Headteacher	Mrs Jeanette Sutherland
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons taught by 15 different teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work and looked at a range of documents, including the school development plan, the latest report to the governing body from the School Improvement Partner, the most recent data on pupils' attainment and progress, safeguarding policies and records, the latest attendance figures and pupils' work in all classes. The 125 questionnaires returned by parents and carers were analysed, as were those completed by pupils and staff.

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

- The impact of the school's tracking system on pupils' learning and whether learning was more rapid in Key Stage 1 than in Key Stage 2.
- The extent to which teaching across the school is consistently good and challenges pupils, especially the more able.
- The impact of the school's developing curriculum on pupils' learning, attitudes and motivation.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.

Information about the school

This is an above average-sized primary school. The percentage of pupils from minority-ethnic groups and who speak English as an additional language is well below the national average. Fewer pupils enter and leave the school between the Reception class and Year 6 than in most other schools. The percentages of pupils known to be eligible for free school meals and who have special educational needs and/or disabilities are close to what are typical nationally. The school has achieved Healthy School Status.

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

Determined and dedicated leadership by the headteacher, who is increasingly well supported by the senior managers, has led to considerable improvement since the last inspection. As a result, this is now a good school. The outstanding care, guidance and support the school provides for pupils is a significant strength, which helps to explain why parents and carers hold the school in high regard. Pupils' outstanding spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community. The school is developing its good curriculum well and ensures that there are real-life experiences to help motivate pupils and promote their learning. As a result of these positive features, pupils like school, as shown in their above-average attendance. The Early Years Foundation Stage classes provide children with a good start to their school life. The school is rigorous in keeping pupils safe, works well with other agencies to ensure their welfare and promotes a healthy lifestyle.

Children enter the Reception classes from a wide variety of settings and with skills that are mostly well below those typical for their age. They achieve well but are still below national expectations when they move into Year 1. Most pupils continue to achieve well as they move through Years 1 to 6, so that, by the time they leave, their attainment is average in English and mathematics. This is due to the mostly good and better teaching, especially in Key Stage 1, and the impact of rigorous assessment and tracking and improved academic guidance, which are helping to narrow gaps in performance. Initiatives are proving successful in helping to drive up standards in writing by giving it high priority through other subjects. However, the teaching in Key Stage 2 is sometimes satisfactory rather than good. As a result, it does not always enable pupils, mostly the more able, to make best possible progress.

The school is well led. Capacity for improvement is good. Issues from the last inspection have been tackled effectively. Progress from when pupils start to when they leave is good. Morale is high and teamwork is strong. Accurate self-evaluation enables the right priorities for development to be set in order to drive up standards further and these are rigorously pursued. Good tracking systems, well understood by all, are narrowing gaps in the performance of different groups of pupils successfully. Teachers know their pupils very well. The governing body sets a clear direction for the school's work. However, despite these strengths there are still areas to develop, for example, to ensure all teaching is at least good. Checks on the quality of teaching are not held regularly enough, do not yet involve core subject leaders and focus more on how teachers teach rather than on how pupils learn.

What does the school need to do to improve further?

- Further improve the quality of leadership and management by:

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- ensuring checks on the quality of teaching are held more regularly, involve all leaders and focus sharply on pupils' learning.
- Ensure that pupils always make best possible progress in order to raise attainment further in English and mathematics by:
 - eliminating the satisfactory teaching, found predominantly in Key Stage 2
 - ensuring that the more-able pupils are always given work that challenges them fully
 - checking that there is always an appropriate balance between the amount of direct teaching and opportunities for pupils to work independently to practise their skills and apply their knowledge.

Outcomes for individuals and groups of pupils**2**

Pupils are happy, confident and courteous. They enjoy school and make friends easily. They respect the rights of others and learn together in harmony. Good behaviour underpins their learning and play. As a result, pupils have good attitudes to their work and show interest and concentration, especially when activities engage and excite them. For example, pupils play 'table bingo' in Year 2 to help develop their number skills and undertake, in Year 6, a challenging mathematical investigation based on Fibonacci numbers. They use information and communication technology (ICT) effectively as a tool to support their work, such as when Year 2 pupils use text and pictures to compile a simple quiz. Pupils with special educational needs and/or disabilities make good progress because of the mostly good support they receive. However, some of the more-able pupils, mostly in Key Stage 2, do not yet make best possible progress. Nevertheless, by the end of Year 6, pupils' attainment in basic skills is close to the national average and has been average for the last three years. Projections based on the school's rigorous tracking show that performance is set to slowly improve further. This represents good progress from starting points which are well below what is typical when children start school.

Pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle, such as through the high profile given to sport. This is enhanced through the use of professional coaches, the priority given to cycling proficiency and pedestrian skills, and the provision of a self-service salad bar at lunchtime to encourage healthy eating choices. They feel safe and secure in school, such as through their knowledge and understanding of internet safety. Pupils have a voice through the work of the school council, playground buddies and lunchtime receptionists. They develop citizenship as local sports ambassadors, junior community wardens and raise funds for local and national charities. The school's strong Christian ethos helps to explain pupils' outstanding spiritual, moral, social and cultural development. Pupils' confidence and competence using ICT, along with their ability to work well with others and develop independence equip them well for the next stage of their learning.

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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	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
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	1

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?

Strengths in teaching significantly outweigh areas for development, especially in Key Stage 1. Lessons are typified by warm relationships which provide a successful platform for effective learning. Teachers usually plan and provide work that matches pupils' varying needs, although occasionally, such as in mathematics, the more-able pupils are not challenged enough. Teachers' questioning effectively checks pupils understanding and prompts discussion. As a result, pupils apply their 'steps to success' to help them judge how well they are doing in relation to their targets. Resources are used well to help engage pupils' interest and extend their learning. The school's innovative marking policy, liked by staff and pupils, helps them improve. Support staff are usually deployed sensitively and effectively to aid pupils' progress. In a few lessons, teachers talk for too long, leaving too little time for pupils to practice and apply their skills independently.

The school's good and developing curriculum, in which art, sport, music and ICT all feature strongly, provides pupils with a wide range of interesting activities which promote enjoyment and often excitement in learning, and contributes well to their personal development. Imaginative wall displays provide evidence that barriers between subjects are being broken down so that pupils gain a well-rounded understanding of the themes they study. For example, pupils complete good quality writing in work on Francis Drake, linking history and literacy. Well-organised activities are increasingly based on 'first-hand' and practical experiences, such as, when Year 6 pupils make bread as part of their work

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on micro-organisms. Pupils' celebrations of International Day by undertaking activities such as making Amazon rain sticks and Chinese dancing dragons provide clear evidence that they have a secure understanding of the richness and diversity of other cultures. Visits, such as to East Barnby, visitors and popular after-school clubs all further enrich pupils' experiences.

Every pupil and their circumstances are known extremely well to all staff. Christian values underpin school actions and good leadership ensures their effectiveness. As a result, all adults work very closely together to provide each individual with well-organised and carefully targeted support. For example, the school has established strong partnerships with outside agencies which help ensure that vulnerable children, particularly those with very complex needs, have the support they need to make good progress, both personally and academically. The school goes out of its way to work with parents and carers to help their children thrive and succeed. Pupils are prepared exceptionally well for transition to different stages of their education, ensuring a smooth and seamless move. The school has a good and successful range of strategies to promote regular attendance.

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?

Key features of the headteacher's effective leadership include the ability to enthuse others, to establish and sustain high morale, to support professional development and to manage change. The senior leadership team spearheads the mostly successful drive to improve teaching and learning and accelerate progress and uses increasingly effective systems to monitor both provision and outcomes. For example, systems to track pupils' academic progress are thorough and used well to ensure most pupils' good achievement. These systems help to highlight any difficulties pupils may be having and pinpoint priorities for improvement. However, lesson observations and 'drop ins' to check on the quality of teaching are neither sufficiently frequent or focused sharply enough on pupils' learning. Moreover, subject leaders and recently strengthened leadership teams, despite their increasing empowerment and accountability, are not yet involved enough in monitoring lessons to give them the clearest possible view of what works well and what needs doing. The school improvement plan sets a clear and effective steer for the school's work and priorities are well-judged.

The school successfully draws upon the expertise of outside agencies to best benefit the pupils. It promotes well positive links with parents and carers, who strongly support the school. Equal opportunities are embedded in the school's way of life. Leaders and others place strong emphasis on including all pupils and have identified the need to accelerate

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progress by addressing more effectively the needs of the more-able pupils and ensuring that all teaching in Key Stage 2 is good. Discrimination is not tolerated and pupils are helped very well how to treat others with respect. Good arrangements to safeguard pupils, for example, by ensuring all systems take account of all stakeholders' views, mean that parents and carers have every confidence in the school to keep their children safe. The school acts promptly on any issue brought to its attention. It makes a good contribution to community cohesion and, as a result, pupils gain a good understanding of people of differing social, religious and ethnic backgrounds. The governing body has a good understanding of the school's strengths and areas for development through closely monitoring its work.

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

The Early Years Foundation Stage is successful in laying down secure foundations for future learning. Good induction arrangements ensure that children, from many different settings, settle quickly into well-established routines. Teamwork is strong and relationships between adults and children are warm and friendly. As a result, children are happy, feel safe, behave well, are confident with visitors and are keen to learn. They cooperate well and are proud of what they achieve. Children make good progress in most areas of learning because of the good leadership and provision. As a result, they make up lost ground, but are still below expected levels when they move to Year 1. The curriculum interests and often excites children through the provision of innovative and creative activities. For example, pupils dress up to engage in imaginative play. Most teaching is good. A stimulating range of activities both in and increasingly out-of-doors capture children's interest, encourage them to make choices and help them to learn. Assessment arrangements inform planning and ensure that learning is well matched to children's needs. Parents and carers appreciate the welcoming, safe and stimulating environment

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and communication with them is regular and appreciated. Leaders are constantly seeking to improve children's outcomes. For example, a recent focus on improving language skills has helped to raise reading standards.

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

Parents and carers are very positive about the way their children are educated and nurtured in school. Negative responses were few with no trends emerging. Almost all agreed that they are happy with their children's experience, that their children are kept safe, encouraged to lead a healthy lifestyle and enjoy school. Parents and carers think the school is well led and managed and that teaching is good. Inspection evidence supports all these positive views. Inspectors found no evidence during this inspection to support the view expressed by a very small number of parents that the school does not deal with unacceptable behaviour effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Alderman Cogan's CofE 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 125 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	61	43	34	4	3	2	2
The school keeps my child safe	74	59	49	39	0	0	1	1
My school informs me about my child's progress	64	51	54	43	4	3	1	1
My child is making enough progress at this school	70	56	46	37	6	5	2	2
The teaching is good at this school	69	55	53	42	1	1	1	1
The school helps me to support my child's learning	61	49	58	46	2	2	1	1
The school helps my child to have a healthy lifestyle	67	54	54	43	2	2	1	1
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)	54	43	56	45	3	2	1	1
The school meets my child's particular needs	62	50	56	45	4	3	1	1
The school deals effectively with unacceptable behaviour	60	48	55	44	6	5	1	1
The school takes account of my suggestions and concerns	51	41	60	48	5	4	3	2
The school is led and managed effectively	73	58	44	35	3	2	2	2
Overall, I am happy with my child's experience at this school	74	59	45	36	2	2	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.



13 June 2011

Dear Pupils,

Inspection of Alderman Cogan's CofE Primary School, Hull, HU9 3HJ

Thank you for your friendly welcome and for sharing your views on the school by talking to the inspectors and returning the pupils' questionnaires. We thoroughly enjoyed our visit. You told us that you go to a good school, and we agree with you! Here are some of the positive things about your school.

- Most of you make good progress
- You enjoy your lessons and behave well.
- You feel safe in school and know lots about keeping healthy.
- Your attendance is better than in most schools.
- The curriculum is good and there are many exciting activities for you to do.
- Teaching is good. Your teachers work hard to provide interesting lessons.
- The headteacher knows well how to help your school become even better.

Thanks to the hard work of your leaders and teachers, the care, guidance and support the school provides and your personal development are outstanding.

To ensure that you make even faster progress to help standards in English and mathematics rise further by the time you leave we are asking your headteacher, teachers and governors of the school to:

- change the satisfactory lessons into good ones, especially by making sure that teachers give you enough time to work on your own and that work always challenges you, especially those of you who work more quickly
- make sure that all leaders check regularly how well you are learning in lessons.

Well done everyone! I wish you all the very best and hope you continue to try hard, come to school every day and continue to enjoy learning.

Yours sincerely

Derek Pattinson

Lead inspector

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