

Cowick Church of England Voluntary Controlled Primary School

Inspection report

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| Unique Reference Number | 118025 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 379520 |
| Inspection dates | 28–29 September 2011 |
| Reporting inspector | Christine Millett |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 105 |
| Appropriate authority | The governing body |
| Chair | Alison Hobson |
| Headteacher | Hannah Jackson |
| Date of previous school inspection | 26 April 2007 |
| School address | Snaith Road East Cowick Goole DN14 9DG |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in nine lessons or parts of lessons given by six members of staff, held meetings with groups of pupils, a representative of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 48 questionnaires completed by parents and carers as well as those from 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 rates of progress made by pupils in Key Stage 2.
- Current levels of attendance and the impact of measures in place in order to meet targets.
- How community cohesion is developing to ensure that pupils have a broad understanding of the world in which they live.

Information about the school

Cowick is a much smaller than the average-size primary school. The proportion of pupils known to be eligible for free school meals is well-below the national average. Almost all pupils are of White British heritage. Very few are from other ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school has achieved a number of awards including Healthy School status and the Activemark.

There have been a significant number of changes in staffing, including the appointment of a new headteacher, since the previous inspection. There have also been changes to the membership of the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Cowick provides a satisfactory education for all its pupils. Many aspects of the school are improving strongly. This is as a result of a strong drive for improvement under the direction of the new headteacher working alongside an effective governing body.

The school provides a safe and welcoming environment and cares well for its pupils. Pupils feel valued and have confidence in adults to help them overcome any problems they may have. Good relationships exist with parents and carers, who are supportive of the school. A wide range of partnerships contribute well to pupils' well-being. Community cohesion and pupils' spiritual, moral, social and cultural development are good. Pupils' experiences of different cultures are extended through a good curriculum, charity work and links with other schools, such as that in Sierra Leone.

Children settle quickly into the Early Years Foundation Stage and make satisfactory progress. Overall progress in Key Stage 1 and Key Stage 2 is satisfactory and improving quickly. Attainment in English and mathematics is average overall and improving rapidly. However, attainment in mathematics is not yet keeping pace with that in English. Pupils with special educational needs and/or disabilities are well supported and make the same progress as their peers. Whilst attendance for the majority of pupils is in line with the national average, a small number of pupils still do not attend regularly enough.

Whilst teaching and learning are satisfactory overall, they are improving and there are now some good and outstanding elements seen in most lessons. Teachers plan lessons well and relationships in class are supportive. Occasionally, tasks are not sufficiently sharply matched to need and questioning does not always present challenge to pupils. Opportunities for practical work, including the use of information and communication technology (ICT) are sometimes missed. Marking is informative and of a consistently good quality across the school. This is impacting positively upon learning and pupils' involvement in their learning.

The vision and commitment of senior leaders and the governing body are central to the school's ambition for further improvement. The governing body oversees safeguarding procedures well, reviewing constantly practices and procedures. Improvements in achievement, accurate self-evaluation and comprehensive plans for

future improvement, confirm the school has satisfactory and rapidly improving capacity to sustain improvement.

Up to 40% of the schools whose overall performance is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the rate of progress in mathematics in all year groups so that it matches that it achieved in English by:
 - developing greater proficiency in using and applying basic number skills
 - ensuring that pupils have opportunities to use mathematical resources and information and communication technology in lessons
 - ensuring lessons are planned to closely meet the needs and prior attainment of pupils
 - using more probing questions to challenge pupils' understanding.
- Improve the attendance of the small minority of pupils who do not attend school as often as they should by:
 - monitoring attendance with increasing rigor
 - working closely with parents and carers and support agencies.

Outcomes for individuals and groups of pupils

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|----------|
| 3 |
|----------|

Children enter the Reception class with skills and knowledge that are usually in line with national expectations, although below in communication, language and literacy and calculation. By the time they start Year 1 most children have acquired the expected skills in most areas of learning. The school's rigorous tracking system as well as work in books, supports the view that pupils are making at least satisfactory progress overall as they move through school and reach broadly average attainment by the time they leave Year 6. Pupils with special educational needs and/or disabilities also make satisfactory progress towards their targets because the support they receive is well focused on their specific needs. The overwhelming majority of pupils say they are now enjoying their learning.

Pupils are attentive and participate well. Discussion with pupils showed that they have a good understanding about how to keep fit and healthy. They appreciated the number of opportunities they were given to participate in a wide range of sports with other schools. Pupils say they feel well looked after at school and they learn how to keep themselves and each other safe. Pupils' contribution to the local community is effective through a number of events in the area, such as a local Heritage Day. Pupils respond well to the responsibilities they are given and make positive contributions to the school community through the school council for example. Pupils' grasp of basic skills, including the competent use of ICT, and their developing personal qualities equip them satisfactorily for the next stage of their education. Pupils' good spiritual, moral, social and cultural development is evident in their reflective attitudes, willingness to take part in local, national and global charity work

and good understanding of the faiths and beliefs of others. Due to the concerted efforts of the newly appointed headteacher attendance for the majority of pupils has improved. There remain, however, a small minority of pupils who do not attend regularly enough. This is having a negative impact on the progress these pupils make and on their attainment.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| 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]/[skills] that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

All lessons seen were at least satisfactory with some good and outstanding practice also observed. The school has worked steadfastly to ensure consistency in the quality of teaching across the school. Overall, teachers engage pupils' interest in learning effectively through the use of interactive whiteboards and attractive displays. Behaviour in lessons is good. Very occasionally, when the pace of the lesson drops, a few pupils lose concentration. Overall, teachers have good subject knowledge and usually plan lessons to take into account all levels of ability. Occasionally, opportunities to consolidate pupils' learning and for them to apply basic skills through practical activities, particularly in mathematics, are missed. Assessment to support learning is strong and well-established. Pupils are aware of their targets and know what they need to do to improve their work. Pupils are given 'response time' to discuss and reflect upon their marked work before moving on to something else. This has resulted in increased motivation to do well. Other adults in the classroom give valuable support.

The development of the curriculum is having a positive impact upon both the academic outcomes and personal development of all pupils. It provides imaginative opportunities for learning, which is popular with pupils. A thematic approach ensures greater depth of learning and the sharing of expertise and resources. This is supported by a number of educational visits and experiences from which pupils benefit greatly. The range of topics taught is also strengthened through partnerships with the local high school.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Cowick is a caring school. Staff are highly committed and dedicated. As a result, the care, guidance and support pupils receive are of good quality. Great care is taken to ensure that pupils are given good quality guidance on how to stay safe. Parents and carers appreciate the caring ethos of the school. The individual needs of vulnerable pupils and those with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| 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 | 2 |

How effective are leadership and management?

The effectiveness of leaders and managers in embedding ambition and driving improvement is good. Under the clear direction of the headteacher much has been achieved in a relatively short time. Whilst the school's capacity to improve is currently only satisfactory there is substantial evidence that it is improving rapidly. Actions taken by leaders to improve both the teaching and the outcomes for pupils are very effective. Staff are united in their determination to improve outcomes for pupils and to enhance provision and much has already been achieved. Regular analysis of pupils' performance, for example, provides a sharp focus on the achievements of different groups of pupils and is beginning to have an impact upon attainment. Progress has been made in establishing the leadership team, although the school recognises still more needs to be done to fully embed the skills of all middle managers to further influence teaching and learning.

Effective self-evaluation means there is a clear understanding of specific areas for development and expectations are rising. The governing body is knowledgeable, offers a range of skills, is highly supportive and committed to bringing about improvement. It plays an important and effective role in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has a good relationship with parents and carers and works diligently to involve them in school life. Positive links exist with the local community through groups, such as the Joint Generation Council. Community cohesion is strong and the school has developed joint ventures with other schools and organisations which make pupils aware of life in different parts of the world. Specific themed days, visits and visitors raise awareness of other faiths and cultures. Pupils get on well together. Equality of opportunity is satisfactory. The talents of all individuals are valued and developed. There is no unevenness in performance for different groups of pupils.

These are the grades for the 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 | 3 |
| 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 | 3 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is satisfactory. Children engage readily in conversation and are naturally curious. They have settled well and already established good relationships with adults and each other. They are learning to take responsibility and are developing good habits, such as washing their hands and enjoying healthy fruit snacks and milk.

There is a sense of good collaboration amongst committed staff who have provided a safe and attractive working environment, to develop children’s key skills. The classroom has been set up to include some interesting areas, such as the hairdressing salon, but too little use is made of them. Staffing limitations in the Early Years Foundation Stage prevent free-flow between indoor and outdoor experiences, but staff ensure children have access to outdoor play. Observations are recorded and add detail to children’s individual records of learning, which children and their parents and carers enjoy.

A strength of the provision is the good communication with parents and carers who are encouraged to participate in their child’s learning through, for example, the homework books. Staff have begun to evaluate the setting and looking to make further improvements. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from reception into Year 1.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage | 3 |
| Taking into account: Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 3 |

Views of parents and carers

Approximately one half of parents and carers responded to the questionnaire, which is a higher proportion than usually seen for primary schools. A number felt unable to comment upon some aspects as their child had only been in school for a week. This

has distorted some of the percentages. However, of those who did reply the response was positive. The very large majority agreed that they were happy with their child's experience at school and their child enjoyed school. The same proportion felt that their child was kept safe, that teaching was good and their child's needs were being met. The large majority was of the opinion that their child made enough progress and school helped them support their child. A small minority of parents and carers raised concerns about behaviour. During the inspection, inspectors found behaviour to be good and a clear behaviour policy in place which is due to be reviewed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cowick Church of England Voluntary Controlled 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 inspector received 48 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 23 | 48 | 17 | 35 | 6 | 13 | 0 | 0 |
| The school keeps my child safe | 24 | 50 | 19 | 40 | 1 | 2 | 1 | 2 |
| The school informs me about my child's progress | 17 | 35 | 23 | 48 | 4 | 8 | 3 | 6 |
| My child is making enough progress at this school | 19 | 40 | 19 | 40 | 6 | 13 | 3 | 6 |
| The teaching is good at this school | 20 | 42 | 19 | 40 | 6 | 13 | 1 | 2 |
| The school helps me to support my child's learning | 19 | 40 | 18 | 38 | 7 | 15 | 2 | 4 |
| The school helps my child to have a healthy lifestyle | 20 | 42 | 24 | 50 | 2 | 4 | 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) | 15 | 31 | 26 | 54 | 3 | 6 | 1 | 2 |
| The school meets my child's particular needs | 16 | 33 | 22 | 46 | 4 | 8 | 4 | 8 |
| The school deals effectively with unacceptable behaviour | 14 | 29 | 16 | 33 | 12 | 25 | 4 | 8 |
| The school takes account of my suggestions and concerns | 15 | 31 | 22 | 46 | 6 | 13 | 3 | 6 |
| The school is led and managed effectively | 15 | 31 | 25 | 52 | 6 | 13 | 2 | 4 |
| Overall, I am happy with my child's experience at this school | 20 | 42 | 20 | 42 | 4 | 8 | 3 | 6 |

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 is for the period 1 September 2010 to 08 April 2011 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

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|----------------------------|---|
| 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.



30 September 2011

Dear Pupils

Inspection of Cowick Church of England Voluntary Controlled Primary School, Goole, DN14 9DG

Thank you for all your help when we inspected your school. You were polite and helped us to understand how you feel about school. We found that your school is providing you with a satisfactory, but improving education. We also found:

- you settle quickly in the Reception class and make satisfactory progress during your time in the school
- attainment at the end of Year 6 is average but improving
- most of you enjoy coming to school and are keen to learn
- you behave well both in the classroom and in the playground
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers try to make lessons interesting
- you show a good understanding of healthy lifestyles and know how to stay safe
- you take your responsibilities seriously and contribute well to the life of the school and the local community
- the school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked the headteacher and teachers to do the following things:

- work with you and your parents and carers to improve attendance
- give you opportunities to practice your basic mathematical skills
- use activities and information and communication technology to help you learn
- ask you more challenging questions.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen.

Best wishes for the future.

Yours sincerely

Christine Millett
Lead inspector

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