

Cockington Community Primary School

Inspection report

Unique reference number	113229
Local authority	Torbay
Inspection number	378669
Inspection dates	16–17 May 2012
Lead inspector	Hazel Callaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Paul Tape
Headteacher	Sean McKeown
Date of previous school inspection	11 June 2008
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Age group	4–11
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Introduction

Inspection team

Hazel Callaghan

Additional inspector

Mary Usher-Clark

Additional inspector

David Hogg

Additional inspector

This inspection was carried out with two days' notice. Twenty five lessons were observed taught by sixteen teachers. Most lessons observed were either English or mathematics, but lessons in science, geography and information and communication technology (ICT) were also observed. Pupils' work was scrutinised and discussions were held with pupils, school staff, some parents and representatives of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They observed the school's work, and looked at documents linked to the safeguarding of pupils, including behaviour and racist incident logs and risk assessments. In addition, the school's self-evaluation documents, records of pupils' attainment and progress were also analysed. Questionnaires completed by pupils and staff were scrutinised, along with 100 questionnaires returned by parents and carers.

Information about the school

Cockington Community Primary is a larger than average school. The considerable majority of pupils come from families with White British backgrounds but there are a variety of minority ethnic groups. Most of these pupils are from Asian backgrounds or other White backgrounds, many of which are Polish. The proportion of pupils who speak English as an additional language is smaller than average. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who are disabled or who have special educational needs and are being supported at school action plus or with a statement of special educational needs is similar to that found nationally. Each cohort of pupils is taught in two parallel classes. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The headteacher took up post eighteen months ago. Pupils have the opportunity of attending a breakfast club run by the school. A privately run pre-school group is run from the school site and was not part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Cockington Community Primary is a good school. Significant improvements have been made to the quality of teaching with the result that pupils make good progress throughout the school. The school is not yet outstanding because the curriculum, although effectively meeting the academic needs of pupils in English and mathematics, does not provide the range of exciting and memorable activities that would further motivate pupils' interest in learning, and not enough teaching is yet outstanding.
- Pupils achieve well in reading, writing and mathematics in all classes and particularly strongly in Years 5 and 6 so that attainment has risen significantly this year. The proportion of pupils working at the higher than expected standards of Levels 5 and 6 in the current Year 6 is high.
- This rapid improvement in both attainment and progress is the result of much improved teaching that is addressing past weaknesses in learning. Good teaching is evident in all year groups with some that is outstanding. Activities are usually well matched to pupils needs, but the levels of challenge are sometimes inconsistent. Pupils' spiritual moral social and cultural development is good overall, but the curriculum does not always stimulate pupils' independent learning skills consistently and opportunities for pupils to appreciate the world around them are sometimes missed.
- The vast majority of pupils behave well, are courteous, kind and thoughtful. Pupils concentrate effectively on their work and want to do well. Pupils have a good understanding of how to keep safe and feel very safe at school. Attendance has improved considerably but remains broadly average.
- The determination and strong leadership of the headteacher have been instrumental in moving the school forward. Staff and governors share the headteacher's strength of purpose with the result that there has been a significant and concerted focus on improving teaching and managing the

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school's performance. The results can be clearly seen in the improvements in pupils' achievement, in behaviour and in attendance and show the school's capacity for further improvement.

What does the school need to do to improve further?

- In order to sustain pupils' rapid progress,
 - increase the proportion of outstanding teaching by ensuring activities are challenging and closely matched to pupils' needs
 - develop a curriculum that provides memorable and exciting activities that motivate pupils' curiosity and desire to learn, that promotes their good independent learning skills and provides them with more opportunities to learn about the world around them.
- Work with parents to improve attendance further so all pupils have opportunities to extend their learning and enjoy what the school has to offer.

Main report

Achievement of pupils

Children enter the Reception classes with a range of knowledge and skills which, for many, are below that expected for their age. They make good progress to reach levels which are at least in line with expectations with many above. Children really enjoy their activities. They are enthusiastic learners, often fully absorbed by their tasks. Teachers use a range of very effective strategies that engage children in their learning, such as developing their own mini-beast story, using knowledge of insects and stories to help them be successful. Sign language helped children of all abilities to remember and 'read' the story off the whiteboard. Phonics (the knowledge of letters and the sounds they make) is developed well so that pupils in Years 1 and 2 make good progress in both reading and writing. Last year, pupils in Year 2 reached above average attainment in reading, writing and mathematics and the unvalidated results of their end of year tests show this has been maintained this year as well.

Good progress continues in Years 3 and 4 where pupils are excited by their learning, as shown by a mathematical investigation observed in Year 3 using three-dimensional shapes. They were fully involved, they concentrated and worked well independently. Skilled teaching in Years 5 and 6 has resulted in accelerated progress and high achievement for pupils. Evidence of pupils' work confirms the school's judgements of attainment that is significantly above average in English and mathematics this year. Attainment in reading is above average as it is in Year 2. Pupils of all ages use their knowledge of phonics to decode new words and to support their spelling. Pupils enjoy reading and most choose to read at home for pleasure. All pupils in the current Year 6 have reached the expected level in both reading and mathematics, with the majority reaching Level 5. Some are working within Level 6 in mathematics. Similar strong achievement can be seen in writing

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which was a particular weakness last year. The current Year 5 is already well on track to reach similar high levels. Pupils within all groups and those of all abilities achieve well. This includes disabled pupils and those who have special educational needs who do well because of the well-targeted support they receive. Pupils in Years 5 and 6 do particularly well. Pupils say they feel they are doing well and the vast majority of parents and carers who returned their questionnaire agree.

Quality of teaching

Teaching is good through the school, with some outstanding teaching observed during the inspection. Parents and carers and pupils agree that teaching is effective in helping pupils of all abilities to make good progress in their learning. Several parents commented on this good teaching. 'My daughter has come on in leaps and bounds.' 'We are really happy with our sons' progress.' 'The teachers have inspired her and she has made excellent progress.' The many lessons observed where teaching was good were well planned and, typically, teachers used a good range of strategies to engage the pupils, to monitor their work and to reinforce or redirect pupils in their learning according to their needs. Teachers use accurate assessment to plan activities that are well matched to pupils' abilities. In the lessons where teaching was outstanding this is linked to high levels of challenge to which pupils of all abilities respond well. In those lessons where the work was fun, pupils showed high levels of concentration and involvement. Teachers help pupils to recognise how well they are doing and how to improve. In an English lesson where teaching was outstanding, pupils were observed enthusiastically discussing what was needed to make a piece of work better. This 'up levelling' of each other's work is enjoyed and pupils are eager to see if they can make it better. Pupils of all ages work together successfully to share ideas. They know their targets and use them to help they improve. Marking effectively celebrates pupils' achievements and sets new targets for improvement. Disabled pupils and those who have special educational needs benefit from good quality support in lessons from teaching assistants that ensures they are fully included and make similar progress to their peers.

The curriculum is well organised and usually taught as separate subjects. Pupils' language skills, reading and writing, are effectively used and further developed in other subjects and in topic work, but pupils' mathematical skills are less well integrated. Where subjects are joined together to stimulate pupils' interest and engagement in exciting topics, for example in Year 5 the 'Apprentice' and 'Master Chef', pupils use all their skills to investigate, to design and to evaluate their ideas. The display of pupils' fashion designs using recyclable materials was testimony to their inventiveness. This kind of work is not yet evident in other year groups and pupils show mixed views about the levels of enjoyment they have in some lessons. Teachers promote pupils' spiritual, moral, social and cultural development well as was seen in an English lesson where teaching was outstanding in Year 6 where pupils showed their spiritual response to a piece of music by Vaughan Williams.

Behaviour and safety of pupils

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Behaviour is good overall. Relationships are positive and pupils show respect for adults and for each other. They concentrate well in lessons and want to do well which makes a positive contribution to the pupils' good learning. Pupils made comments about the times some children do not concentrate on their work and there is some low level misbehaviour in lessons. Parents also commented upon inappropriate behaviour in some lessons. Behaviour logs show this was a problem last year, but it has improved significantly, and behaviour during the inspection both in lessons and at playtimes was good. There are a few pupils in the school who have social or emotional difficulties. They are managed well and their disruptions are now few. Pupils understand that there are different types of bullying and say that there is no gender or cyber-bullying, but there was some name calling when tempers are raised. Incidents of racism are infrequent and dealt with quickly. Pupils felt confident that if there was any bullying staff would be quick to act and put things right. This is confirmed by the rapidly reducing number of incidents recorded by the school.

Virtually all parents and carers who responded to the questionnaire said they thought their child was safe at school and pupils agree they feel safe. The school is a very secure environment and pupils show a good understanding of how to keep safe. They discussed with maturity various possible dangers around them and how to avoid these, showing understanding of issues such as the dangers of the internet and road safety. They enjoy meeting new people and pupils were polite, yet obviously curious, when talking to the inspector. Attendance in the past has been low, but this has improved significantly and is now broadly average. It has not been at this level for very long and so the staff continue to use many strategies to promote regular attendance for pupils, for example pupils are keen to win the attendance competitions held each week.

Leadership and management

Overall leadership is good. Since the headteacher took up post eighteen months ago he has provided outstanding leadership. He has raised expectations across the school and set high standards for quality and performance. He has developed a strong leadership team that is enthusiastic and well focused on improving teaching and so raising achievement. Staff at all levels are ambitious for the school and work well as a cohesive team. Thorough systems of performance management, along with good levels of support and professional training, have resulted in teachers' good understanding of how to promote pupils' effective learning. Pupils' progress is monitored rigorously and any underachievement addressed. The results of the school's work can be clearly seen in the improvements made in pupils' achievement, in their behaviour and in attendance, and show the school's capacity for further improvement.

Partnerships with the large majority of parents and carers are good and most are very positive about the school's direction. Good partnerships are also evident in links with local schools, outside agencies, organisations and businesses who support the school and pupils' effective learning.

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The curriculum is good. It meets pupils' learning needs and aptitudes well both in the Early Years Foundation Stage and throughout the rest of the school, especially in reading writing, mathematics. The school is now focusing on how to enrich the curriculum further so that it engages pupils' interest and excitement in learning. The curriculum promotes pupils' spiritual, moral, social and cultural development effectively, but the school rightly recognises that this too would be improved by a greater range of rich learning opportunities. Staff ensure there is no discrimination and effectively promote pupils' equal opportunities to achieve well by planning activities that effectively ensure all make overall good progress. Arrangements for the safeguarding of pupils are robust. They meet statutory requirements and give no cause for concern. Parents and carers who responded said their child is safe at school and well looked after.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

18 May 2012

Dear Children



Inspection of Cockington Community Primary School, Torquay, TQ2 6AP

Thank you for making us feel so welcome and answering our questions when we visited you recently. You and your parents are rightly proud of your school and we agree it is a good school.

Here are some of the things we found out about you and your school.

- You make a good start to your learning in the Reception class.
- You all make good progress to reach standards that are now above most pupils nationally in English and mathematics.
- You want to do well and you try hard. We could see that most of you really enjoy your work, and relish the challenges that the teachers give you.
- You behave well. You concentrate in class and most of you get on well at playtimes.
- You feel very safe in school and have a good understanding of how to keep yourselves and others safe.
- You are taught well and all your teachers are skilled at helping you to make good progress in your learning.
- The school is led well by your headteacher and the governors and all the staff work really hard to make your school a successful and happy community.
- The curriculum is developing. In some classes it is exciting with lots of great things to do and find out about. In others, you enjoy your lessons but it could be a bit more exciting.

Even though Cockington Primary is a good school, I have asked your teachers and the governing body to do a few things to help you to make consistently good progress.

- In order to make sure your good progress continues, we have asked your teachers to give you even more challenges and to make your learning as interesting and fun as the very best topics in the school.
- Work with your parents so your attendance gets even higher.

Thank you again for making our visit to your school so much fun. We wish you well.

Yours sincerely

Hazel Callaghan
Lead inspector

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