

# Cobblers Lane Primary

Cobblers Lane, Pontefract, West Yorkshire, WF8 2HN

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although pupils make expected progress in mathematics, achievement is below that expected nationally when they leave at the end of Year 6 and is not as high as it is in English, which is above average.
- Children in the Early Years Foundation Stage make slower progress in reading and writing than pupils in Key Stage 2.
- The proportion of pupils achieving above national expectations in English and mathematics at the end of each key stage is low.
- While teaching has improved significantly since the previous inspection it is not consistently good. Not all teachers are sufficiently skilled at assessing pupils' learning and providing work that matches their ability.

### The school has the following strengths

- Leadership and management are good. The headteacher is successfully bringing about improvements in teaching and learning and this is why achievement is rising rapidly.
- Teaching towards the end of Key Stage 2 is good and, as a result, pupils in these classes make predominately good progress.
- Governors provide effective support and challenge and hold the leadership to account.
- Pupils' behaviour is good and the positive attitude they display during lessons is one of the reasons why they are making much better progress than they have for many years.
- Bullying is rare and pupils feel safe and well cared for.

## Information about this inspection

- The inspection was carried out with no notice.
- Inspectors spent approximately seven hours observing teaching and learning in 12 lessons taught by 11 different members of staff.
- Meetings were held with a representative of the local authority, and the Chair and two members of the Interim Executive Board. Discussions were also held with senior leaders, staff and pupils.
- Inspectors took account of the 10 online questionnaires (Parent View).
- The inspection team observed the school’s work and looked at school documentation, including records of the monitoring of teaching, the school improvement plan, records relating to safeguarding, and school-held data with regard to pupils’ progress and pupils’ work, including that by pupils who left Year 6 at the end of July 2012.

## Inspection team

Christopher Keeler, Lead inspector

Her Majesty’s Inspector

Sonya Williamson

Additional inspector

Jennifer Firth

Additional inspector

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

### Information about this school

- The school is larger than the average-sized primary school. Almost all of its pupils are of White British heritage. Very few are from minority ethnic groups or speak English as an additional language.
- The percentage of pupils known to be eligible for the pupil premium is above the national average.
- The proportion of disabled pupils and those with special educational needs, including those supported by school action plus and with a statement of special educational needs, is in line with the national average.
- At the time of the previous inspection (May 2010) the school was judged to require special measures because it was failing to give its pupils an acceptable standard of education and not demonstrating the capacity to secure the necessary improvement.
- The current headteacher took up her post in September 2011. She is the fourth leader in the past two and a half years. Six teachers have left the school since May 2010.
- The school now meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the proportion of good teaching by:
  - developing teachers' ability to identify pupils' misconceptions during lessons and intervene quickly in order to support improved outcomes
  - ensuring that all pupils are able to access word/sentence books and dictionaries that will support their learning during lessons
  - ensuring that the more-able pupils are consistently challenged in order to attain the higher levels in English and mathematics.
- Raise achievement in mathematics by:
  - ensuring that teachers identify gaps in pupils' knowledge and understanding so that work over time is accurately matched to their learning needs
  - developing pupils' understanding and quick recall of number facts at an early age.
- Accelerate pupils' progress in reading and writing as they move through the Early Years Foundation Stage and Key Stage 1 by:
  - raising teachers' expectations of what pupils should be achieving as they move from one key stage to another
  - placing a greater emphasis on developing pupils' ability to link sounds and letters and providing increased opportunities to acquire and consolidate reading and writing skills during lessons.

## Inspection judgements

### The achievement of pupils

requires improvement

- Pupils enter the school with knowledge, skills and understanding that are below that expected for their age. Overall, pupils make expected progress but it accelerates as pupils move through Key Stage 2, particularly in English.
- An analysis of school-held data relating to progress, a scrutiny of past and present pupils' work and their performance during lessons supports the unvalidated outcomes of the 2012 national tests at the end of Key Stage 2 which show that achievement is rapidly improving.
- The percentage of pupils attaining national expectations at the end of Year 6 in 2012 in English is extremely high and reflects good focused teaching in Year 6. Attainment in mathematics is lower and requires improvement, although the unvalidated results at the end of Year 6 in 2012 are higher than they have been for many years. The proportion of pupils attaining the higher levels in English and mathematics at the end of Key Stages 1 and 2 is low because the higher-attaining pupils are not being consistently challenged.
- The rate at which pupils progress in relation to reading and writing through the Early Years Foundation Stage and Key Stages 1 and 2 is inconsistent. This is due in part to a legacy of inadequate teaching which has left pupils with gaps in their knowledge and understanding.
- Disabled pupils and those who have special educational needs are making the expected progress in relation to their starting points as are those known to be eligible for free school meals. This represents better progress than when the school was judged to require special measures and is a reflection on improved teaching and learning and astute use of pupil premium funding to target underachieving groups.
- There is evidence to indicate that the school is narrowing the gap in terms of previous achievement of all pupils in comparison with pupils nationally and this demonstrates the determination with which school leaders are promoting equality of opportunity and tackling discrimination.

### The quality of teaching

requires improvement

- For many years the quality of teaching has been inconsistent. As pupils moved through the school, progress was too slow and this resulted in inadequate achievement. This is no longer the case. The quality of teaching and learning has improved significantly over the past year and, as a result, pupils are now making better progress.
- However, there remains work to be done until teaching is always good for all pupils in all year groups. When this happens pupils will be able to build on prior learning as they go from class to class acquiring and honing skills that will enable them to achieve well.
- Some good teaching was observed during the inspection. There is a clear correlation between good teaching and good progress. Features observed that enhance pupils' progress included well-planned lessons that had a clear focus with reference to expected outcomes for all pupils, a high level of pupil engagement, good explanations that consolidated learning and effective management of behaviour.
- Teaching does not enable pupils to learn well when:
  - there is a lack of understanding of what pupils are expected to know and be able to do in relation to mathematics and reading and writing as they move through the school
  - gaps in pupils' knowledge, skills and understanding are not identified quickly enough and acted upon in order to ensure progress
  - the higher-attaining pupils are not sufficiently challenged and, as a result, do not make the progress of which they are capable.

**The behaviour and safety of pupils** are good

- Pupils' behaviour at the time of the previous inspection was inadequate and both teachers and pupils felt unsafe. This is far from the case now. Behaviour has improved considerably and is now good, which is one of the key reasons why the quality of pupils' learning is now much better.
- Lessons are conducted in a calm and orderly manner where the emphasis is on learning.
- Pupils feel safe and well cared for. Bullying is rare and all aspects are well monitored by the school. Pupils work and play well together and show consideration towards each other.
- Attendance is in line with the national average and rising.

**The leadership and management** are good

- This is an improving school because the school leadership, including the interim executive board, have worked together to secure improvements in teaching and learning. As a result achievement is rising and is currently at an all-time high, even though there is still room for improvement and consolidation.
- The school could not have made the journey out of special measures if it were not for good leadership and management underpinned by accurate monitoring, rigorous performance management and professional development. It is now well placed to improve further because of a strong sense of direction and teamwork.
- The headteacher communicates high expectations and has secured the support of staff and parents as she drives forward improvements in provision.
- The deputy headteacher has made a significant contribution to school improvement as a result of her exceptional work in relation to behaviour management and the development of science throughout the school.
- The headteacher has a clear understanding of the school's strengths and weaknesses based on accurate self-evaluation and the school-improvement plan identifies all actions necessary to take the school forward.
- Subject leaders have improved notably over the past 12 months. They now have a good awareness of what needs to be done to bring about further improvement in English and mathematics. They are also conscious of the need to focus on provision and outcomes in other areas of the school apart from Key Stage 2 in order to raise and sustain achievement.
- Provision for pupils' spiritual, moral, social and cultural development is a priority for school leaders and this is evident in their good relationships with pupils, and pupils' behaviour and positive attitudes to learning.
- The local authority provides good support for the ongoing development of subject leaders, the improvement of teaching and learning, personnel issues and budget advice.
- **The governance of the school:**
  - Governance is good because the interim executive board systematically challenges senior leaders and monitors initiatives designed to secure improvement.
  - By holding leaders to account the interim executive board have a good understanding of the needs of the school and are in a good position to influence its strategic direction, which they do effectively.
  - There is no reason for an external review of governance because of the good contribution the interim executive board has made in taking the school forward.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134278
<b>Local authority</b>	West Yorkshire
<b>Inspection number</b>	381660

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

<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>	317
<b>Appropriate authority</b>	The Interim Executive Board
<b>Chair</b>	Mrs Freda Jackson
<b>Headteacher</b>	Mrs Karen Briggs
<b>Date of previous school inspection</b>	12–13 May 2010
<b>Telephone number</b>	01977 722630
<b>Fax number</b>	01977 722631
<b>Email address</b>	headteacher@cobblerslane-pri.wakefield.sch.uk

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