

Cockfield Church of England Voluntary Controlled Primary School

Church Lane, Cockfield, Suffolk, IP30 0LA

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils' achievement across year groups and across subjects varies too much. Progress is slower in writing and mathematics than in reading.
- Teaching varies too much across the school and is not ensuring all pupils make rapid progress.
- Work in lessons is not always matched to pupils' abilities or adjusted once it is clear that pupils now understand the point of the original activity
- More able pupils, in particular, are not challenged enough to reach the levels they are capable of.
- Marking in books does not always help pupils know what their next steps are or give them enough opportunities to respond to teachers' comments.
- Subject leaders are not always used effectively to monitor their areas of responsibility and they and other leaders have not yet ensured teaching and learning are consistently good.

The school has the following strengths

- Pupils have good opportunities to extend their spiritual, moral, social and cultural development.
- Behaviour around the school and in lessons is good and pupils feel safe.
- Progress in reading is good because this area of pupils' learning is taught well.
- Leaders at all levels know the school well and have clear plans to bring about improvements.
- Pupils who are eligible for the pupil premium attain well compared to other pupils.
- Relationships between staff and pupils are good.

Information about this inspection

- Six lessons were observed, five of which were joint lesson observations with the Headteacher.
- The inspector looked at pupils' work and listened to pupils read from Years 1 and 2.
- Meetings were held with pupils, a representative from the local authority and school staff, including senior and subject leaders. A meeting was also held with some members of the governing body, including the Chair.
- School documents were looked at, including those relating to safeguarding arrangements, information on pupils' achievements and school improvement plans.
- The inspector took account of the views of 22 parents and carers through the online website Parent View. The views of staff were looked at through 10 staff questionnaire returns.

Inspection team

Peter Lacey-Hastings, Lead inspector

Additional Inspector

Full report

Information about this school

- Cockfield Church of England Voluntary Controlled Primary School is much smaller than the average-sized primary school. It has recently undergone a change to become an all-through primary school and will have its first group of Year 5 pupils in September 2013.
- The proportion of pupils who speak English as an additional language is much lower than in other schools.
- The proportion of pupils from an ethnic minority group is lower than average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. Those supported at school action plus or a statement for special educational needs is above average.
- A very small number of pupils receive some of their education through other settings. They attend the First Base Pupil Referral Unit for two days a week.
- Two acting headteachers have led and managed the school in the course of the last year. A new substantive headteacher has been appointed to start in September 2013.

What does the school need to do to improve further?

- Ensure that teaching is consistently good by:
 - setting work that is matched more closely to pupils' abilities, is adjusted in the course of the lesson to take account of pupils' progress and challenges all pupils more, especially the more able
 - improving marking so that pupils can understand it, know their next steps and have time to respond to teachers' comments.
- Improve achievement by:
 - providing more opportunities for writing across different subjects
 - checking pupils' attainment at regular intervals each term to ensure they are developing the skills and knowledge they need to do really well, particularly in mathematics.
- Improve leadership at all levels by:
 - ensuring subject leaders are more effective in monitoring teaching and learning in their areas of responsibility
 - collecting, analysing and evaluating information on pupils' achievement more rigorously so that leaders, including subject leaders, can judge the school's effectiveness and plan improvements.

Inspection judgements

The achievement of pupils

requires improvement

- Overall, pupils' achievement requires improvement in order to be good. Rates of progress and levels of attainment vary too much between year groups and different subjects. Progress in reading is quicker than it is in writing or mathematics. Not enough pupils are reaching the higher levels of attainment in either subject.
- Pupils' attainment in 2012 at the end of Key Stage 1 was similar to national averages. It was higher in reading than in mathematics and writing. This year, their attainment in reading and mathematics is higher than in writing. Overall their attainment this year is similar to last year.
- Last year pupils at Year 1 attained better results than the national average in their annual reading check. This year their attainment was lower. However, comparisons with national information are difficult because of the relatively small number of pupils in each year group.
- At Key Stage 1 pupils make expected progress. Their progress in reading is faster than in writing or mathematics and some pupils make good progress in reading. The attainment of girls this year is higher than that of boys, but boys have made similar progress from their lower starting points.
- Pupils working within Key Stage 2 generally make the progress expected for their age but progress seldom exceeds the nationally expected rates in any subject. Their attainment in reading is higher than it is in writing or mathematics.
- Disabled pupils and those who have special educational needs, including those who attend other settings, make similar progress to other pupils. Some make good progress in writing whilst others make good progress in their personal outcomes, such as in behaviour and attendance.
- The school has used its pupil premium funding sensibly to provide additional staffing and other support in English and mathematics for small groups and individuals. Consequently, the achievement of pupils who are eligible for the pupil premium is similar to other pupils and their attainment is higher. At Key Stage 1 their attainment and progress are both similar to their classmates. At Key Stage 2 it is higher; they are two terms ahead of other pupils in both English and mathematics and their progress is similar.
- Children join the school with skills levels that are below those expected for their age. This is especially so in communication and language and in literacy skills. They are better in their physical development than in other areas of learning.
- From their starting points in the Early Years Foundation Stage, children make good progress. They make better progress in their reading, writing and mathematics than in other areas of learning. This is because opportunities for children to learn in these areas are good.
- The very few pupils from an ethnic minority group make similar progress to other pupils. The small number of pupils who have English as an additional language also make similar progress to other pupils.

The quality of teaching requires improvement

- Teaching varies too much and not enough of it is good across all year groups in order to bring about quicker rates of progress. During the inspection no inadequate teaching was observed but no outstanding teaching was observed either. Some good teaching was observed, but overall, too much teaching requires improvement for progress to become really fast.
- Work is sometimes matched to pupils' different abilities but tasks are too seldom appropriate for the different learning needs and ages of pupils in the same class. This is especially true for more-able pupils and for older pupils in each class.
- Marking, though done regularly to ensure pupils know how well they have done, is not always used to help pupils know what their next steps are. Pupils do not have enough opportunity to respond to marking.
- In some lessons, opportunities are taken to help pupils practise key skills across different subjects. For example, pupils write about The Victorians in their history lessons. However, these opportunities do not happen often enough to help pupils make quicker progress in their writing.
- Pupils receive feedback on how well they are progressing in lessons. However, teachers do not always use questioning or adjust activities so that pupils can be challenged further once it is clear that they have mastered the learning points they were originally set.
- In better lessons activities are well planned to cater for a range of abilities. When this happens pupils are able to progress well from their starting points and more-able pupils have work that is matched more closely to their needs.
- Other adults are used well in lessons. They support pupils effectively through the use of questions that help pupils to understand key learning points. They also provide good support for those with challenging behaviours.
- Teaching in the Early Years Foundation Stage is improving. Activities for children are well planned and cover the full range of areas of learning. Outdoor areas are used well; for example, in a mathematics session children used chalk to make and complete number lines.

The behaviour and safety of pupils are good

- Pupils are polite and courteous around the school and in lessons. They engage with visitors and are keen to help adults and each other; for example, when using climbing apparatus at playtime they help each other balance.
 - Pupils say they feel safe in the school. They understand why there are rules to keep them safe. Pupils are considerate to each other and help keep each other safe, such as when using equipment on the playing field.
 - Pupils are aware of different kinds of bullying and understand that bullying involves rather more than just an isolated incident of, for example, silly name-calling. They know there are adults they can speak to if they are worried.
 - The large majority of parents agree that the school makes sure that pupils are well-behaved.
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Pupils themselves say that behaviour is good and all staff agree. This is supported by observations made during the inspection.

- Behaviour is well managed in the school and on the school field at playtime. Pupils respond well to guidance and direction, such as lining up in an orderly way when the bell is rung. Pupils are good at taking responsibility for their own behaviour and are aware of the consequences if they misbehave.
- Those with challenging behaviour are also managed well by the effective support offered by other adults and because all staff are clear about their expectations and the consequences that will follow any poor behaviour. Exclusions have been reduced and the school's welcoming and sensitive approach to pupils whose circumstances make them vulnerable is helping them to become fully integrated with other pupils.
- Over time attendance rates have been close to national averages. This year attendance rates are slightly lower. The school analyses attendance rates carefully and has a clear set of actions to address the slight decline this year.

The leadership and management

requires improvement

- The actions taken by leaders at all levels have not yet brought about rapid improvements in progress or led to higher levels of attainment for pupils in the school.
- Despite the recent introduction of more rigorous assessment systems, the analysis and evaluation of the information these generate are not always precise enough to ensure staff bring about rapid improvements in particular areas of learning. For example, plans to improve writing across different subjects are only at an early stage.
- Subject leaders are not always used enough to support senior leaders in monitoring and evaluating the school's effectiveness. They do not feel confident of their ability to monitor and evaluate their areas of responsibility and do not have enough opportunity to do so effectively.
- Following the effective work by the school's interim headteachers, teachers' performance management targets are more effective, and there are now appropriate links between teachers' targets and pupils' achievements and pay progression.
- The partnership with the local authority has helped to prepare the school for important changes, such as becoming a primary school and keeping pupils until Year 6. For example, teachers have had training on teaching older pupils, have visited other schools to observe good practice and leaders have had training on school improvement.
- The school is good at promoting pupils' spiritual, moral, social and cultural development. Pupils have opportunities to take part in sports, arts and theatre activities. For example, there is a daily 'Wake and Shake' for the whole school, which is led by pupils, and a theatre visit took place during the inspection.
- Pupils have opportunities to experience the wonders of nature and to reflect on the achievements of people who have experienced great challenges in their lives. For example, they planted bulbs in a local community meadow and returned to see them in flower and learnt about the life of Nelson Mandela. Pupils have an awareness of other religions and cultures such as

learning about Ramadan.

- Safeguarding requirements are met such as checks on adults working with pupils and carrying out risk assessments to ensure the safety of pupils and adults.

■ **The governance of the school:**

- The governing body knows the school well and is ambitious for it to improve following a time of change. For example, it ensured the selection process to appoint a new headteacher was rigorous. The Chair of the Governing Body has undertaken training on performance management of the headteacher and members of the governing body are clear that performance targets must be linked to pupils' achievement and pay progression. The governing body monitors the school's effectiveness and contributes to improvement plans. For example, members of the governing body meet with subject leaders and contribute to improvement planning. Governors know how much they receive for the pupil premium and use it to support individuals and groups who need help. As a result, pupil premium pupils make at least the same progress as other pupils and reach higher levels of attainment at Key Stage 2. The governing body has also worked with outside agencies, such as the local authority, to help it support the staff of the school and to monitor their effectiveness. Members of the governing body generally use the information they get from leaders in the school to oversee pupils' achievement well but the lengthy period of transition, whilst the school was appointing a new headteacher, has meant that they have not always been able to challenge the school as systematically as they needed to.
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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

Unique reference number	124694
Local authority	Suffolk
Inspection number	406264

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–9
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Sharon Potter
Headteacher	Julia van Ek
Date of previous school inspection	30 June 2011
Telephone number	01284 828287
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