

# Cockerton Church of England Primary School

Newton Lane, Cockerton, Darlington, County Durham, DL3 9EX

**Inspection dates** 8–9 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership of the school is outstanding. All leaders, including governors, are determined in their drive to ensure the very highest achievement for all pupils. All who work in the school share these high aspirations. As a result, the school has improved rapidly since the previous inspection.
- The governing body has strengthened the school's leadership by appointing and developing extremely capable middle leaders and seconding an excellent deputy headteacher from another school. The actions of all leaders, including governors, have secured higher standards and improved teaching.
- Pupils make good progress from their starting points. Standards in reading, writing and mathematics at the end of Year 6 improved significantly in 2014 and are now much higher than the national average.
- The quality of teaching has improved so that it is now good. Teachers plan interesting activities that are appropriately challenging for different groups of pupils. Teachers explain clearly and ask questions that help pupils to understand and make good progress.
- Pupils are delightful ambassadors for their school. They are extremely proud of their achievements and show high levels of interest in everything they do. Their behaviour in lessons and around the school is outstanding.
- The school's work to keep pupils safe is outstanding. Parents are overwhelmingly positive about the school and say that their children are happy and feel safe.
- The provision in early years is outstanding. Adults provide a wide range of stimulating and inspiring activities so that children thrive and make rapid progress.

### It is not yet an outstanding school because

- Pupils are not always told precisely how to improve their work or given opportunities to do so. Teachers do not always pick up pupils' errors and misunderstandings quickly enough in order to help them make even more rapid progress.
- Standards in reading, writing and mathematics are average at the end of Key Stage 1.

## Information about this inspection

- Inspectors observed 12 lessons taught by eight teachers as well as making shorter visits to look at pupils' work. Some observations were carried out jointly with senior leaders.
- Inspectors talked to pupils at breaks and dinner times, and heard others in Years 1, 2 and 6 read.
- The views of 26 parents who responded to the on-line questionnaire (Parent View) were taken into account, as well as the views of many parents gained informally during the inspection.
- Inspectors met with senior and middle leaders, teachers, members of the governing body and a representative of the local authority.
- The school's improvement plan and records of pupils' achievement, as well as records of the quality of teaching, pupils' behaviour and safeguarding were examined.
- Fourteen staff submitted their views via a questionnaire and inspectors took these into account.

## Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Dominic Brown

Additional Inspector

## Full report

### Information about this school

- Cockerton Church of England Primary is slightly smaller than the average-sized primary school.
- The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those children that are looked after by the local authority.)
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of pupils supported through school action is similar to the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than that found nationally.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- Two new middle leaders were appointed to the staff in September 2013.
- The school is being supported by a National Leader of Education (NLE) from Crook Primary School.
- The school has a range of awards, including a bronze 'School Games' award and a 'Healthy Stars' award.

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

- Improve the quality of teaching so that it is outstanding by:
  - making sure that marking and feedback tell pupils how to make better progress more frequently
  - giving pupils more opportunities to improve or correct their work
  - more regularly checking pupils' work during lessons in order to clarify their understanding and pick up misconceptions and errors swiftly.
- Raise standards in reading, writing and mathematics so that they are above average by the end of Key Stage 1 by:
  - giving pupils more opportunities to develop a love of reading and increase their fluency by providing a wider variety of books
  - developing pupils' handwriting, punctuation and spelling skills
  - having higher expectations in mathematics so that pupils make faster progress.

## Inspection judgements

### The leadership and management are outstanding

- Leaders at all levels are determined and ambitious. They have created a climate where everyone wants to do well, and where constructive criticism is welcomed and acted upon. As a result, all staff enjoy working together in a positive and productive atmosphere where ideas are shared, so that there is strong leadership of teaching. The school has improved rapidly since the previous inspection.
- The enthusiastic and capable middle leaders who were appointed recently have played a vital role in checking the quality of teaching and planning, as well as providing professional development opportunities for teachers and teaching assistants. They have attended nationally accredited training and have been given the time to check the work of other teachers in order to help them improve.
- Teachers are particularly positive about the way that the acting deputy headteacher, seconded from Crook Primary school, has worked with them to develop their teaching skills.
- There is a vibrant curriculum which is extremely effective in engaging the interests of pupils. For example, older pupils worked with the Royal Shakespeare Company to produce written work of a high quality. This project also helped pupils to develop their confidence and their ability to perform. The school has a systematic approach to teaching British values alongside Christian values, while at the same time ensuring that pupils have a wider understanding of other religions and cultures. In this way, the school successfully helps pupils to develop their spiritual, moral, social and cultural understanding and prepares them well for life in modern Britain.
- Resources such as the pupil premium funding are used effectively. As a result, the attainment of eligible pupils matches that of those who are not eligible. This demonstrates the school's success in promoting equality of opportunity and tackling discrimination.
- The primary school sport funding has been used effectively to extend the range of sports offered and increase the expertise of staff. There are now far more opportunities for pupils to compete either within the school through house competitions, or with other schools.
- The local authority has provided good support for the school by helping them to procure an external adviser from another authority. This adviser helps leaders to check the quality of teaching accurately.
- Parents are overwhelmingly positive about the school. They say that teachers have high standards and that they make learning fun so that their children are happy at school.
- The school is a caring, safe environment where safeguarding meets statutory requirements.
- **The governance of the school:**
  - Governors are extremely knowledgeable and ambitious. Many have been appointed since the previous inspection and bring a broad spectrum of skills that are used well to hold the school to account. Governors have taken decisive action to strengthen the leadership team. This has had a considerable impact during the last year so that achievement, behaviour, safety and leadership are all improving rapidly. The school has an outstanding capacity to continue to improve.
  - Governors know how well the school is performing because they understand how to analyse achievement information. They have an accurate insight into the quality of teaching. All of this performance information is used well to reward good teaching. Governors have also tackled poor performance in the recent past. This has led to an improvement in the quality of teaching since the previous inspection.
  - Governors hold the headteacher to account by setting rigorous targets and checking the work of the school very regularly. They check the progress of improvement priorities in order to make sure that planned actions are on track and their high expectations are met.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- Pupils thrive in an atmosphere where respect is prevalent and poor behaviour is not tolerated. As a result, rare cases of poor behaviour or bullying, such as name-calling, are dealt with quickly and effectively.
- Pupils are extremely proud of their school. They appreciate the opportunities that they are given to take responsibility. For example, seven pupils in the school have become Junior Sports Leaders.
- Pupils' behaviour at lunchtimes is excellent. Lunchtime supervisors are outstanding role models. They establish clear routines and harmonious relationships. Interesting activities, for example by setting pupils a

challenge on the climbing wall, make for a purposeful and well-ordered lunchtime experience.

- Pupils concentrate well and work hard in lessons. This is because all staff have equally high expectations of pupils' behaviour and create an atmosphere where mutual respect and tolerance are the norm.
- The vast majority of parents say that their children are happy, safe and well behaved at school.
- Attendance is above average with very few pupils who are persistently absent from school.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel safe because they can work in an atmosphere where tolerance and fairness prevail. They say that they trust adults to keep them safe in school.
- Younger pupils know how to cross the road safely and can describe the importance of safe behaviour during a fire drill. Older pupils also have a first-rate knowledge of how to stay safe, including on the internet. Pupils have an excellent understanding of different types of bullying. They feel safe in school because adults are vigilant at all times. As one pupil said, 'We don't really see any bullying now, it's completely gone. That's because it's an instant red card and you lose ten points.'
- The school manages risks extremely well with a range of assessments that help to ensure the safety of pupils.

## The quality of teaching is good

- Teachers plan interesting lessons that inspire and motivate so that pupils enjoy learning and make good progress.
- Teachers explain clearly and ask questions in a way that expects pupils to explain their thinking. This helps all pupils to know how to approach their work.
- Teaching assistants work in close harmony with teachers and are particularly adept at managing the behaviour of a very small number of pupils who struggle to cooperate. As a result, lessons proceed smoothly and disruptions are rare.
- Teachers assess pupils' work accurately and then plan lessons that match the needs of different groups of pupils so that those who are less able are well supported, and the most able are sufficiently challenged. Pupils work hard and this is seen in the good quantity of work in their books.
- Teachers give pupils regular opportunities to apply their literacy and mathematics skills in other subjects and this helps them to make good progress in these subjects.
- Where teaching is outstanding, it is because teachers have very high expectations and give regular reinforcement and feedback during lessons in order to build the confidence and understanding of pupils. For example, in a Year 5 science lesson, pupils worked together to design an experiment to measure lung capacity. The teacher circulated constantly, checking pupils' understanding, clarifying what they needed to consider and giving help where it was needed. This thoroughness and these high expectations are not yet consistent in all lessons.
- Teachers mark pupils' work regularly and accurately. However, they do not always give pupils feedback that helps them to know how to improve, nor do they give pupils enough opportunities to correct or improve their work in order to do even better.
- Teachers have developed a creative approach to homework which pupils really enjoy. Pupils select their homework from a menu and then choose how to express their work. Examples include one pupil who made a short film sequence, another who made a model of an Egyptian mummy, and others who cooked with their parents and then wrote up the recipe.

## The achievement of pupils is good

- Pupils make good progress because teachers plan lessons that are closely matched to pupils' different abilities.
- Standards have improved at the end of Year 2 so that attainment is broadly average in reading, writing and mathematics.
- Pupils make good progress throughout Key Stage 2 so that they reach well-above average standards in reading, writing and mathematics by the end of Year 6. This is a significant improvement since the previous inspection.
- Year 6 pupils are fluent, avid readers who enjoy reading a wide variety of books for pleasure. As a result, all pupils are reaching the expected standards for their age and about two thirds are doing even better

than this.

- Pupils in Years 1 and 2 know their letters and sounds and use their skills well to work out difficult words. Some of these pupils do not enjoy reading. This is because they do not have enough opportunities to read more widely in order to develop a love of books and stories.
- Standards in writing have improved significantly in all year groups. Pupils write extensively in English and in other subjects. They can structure their writing well and use imaginative vocabulary effectively. Pupils in Key Stage 2 present their work neatly and accurately. Handwriting, spelling and punctuation skills are not taught as effectively in Key Stage 1 and pupils' otherwise good progress in writing is hampered by this.
- Pupils make good progress in mathematics in Key Stage 2 where expectations are high so that a larger-than-average proportion of pupils reach higher than expected standards at the end of Year 6. The work set for pupils in Key Stage 1 is not always challenging enough; for example, there is little evidence of work with numbers higher than 20 in Year 1.
- Disadvantaged pupils make very good progress so that by the time they reach the end of Year 6 they have caught up with their classmates. Gaps in attainment in previous years have now closed completely in reading, writing and mathematics so that eligible pupils attain at least as well as others in the school and all pupils nationally.
- Disabled pupils and those with special educational needs make good progress. This is because the school tracks progress carefully and provides effective support in lessons.
- The most able pupils in the school are set more challenging work than their peers and this helps them to make good progress. The proportion of pupils reaching the higher levels is increasing so that it is now average at the end of Year 2 and above average by the end of Year 6.

### The early years provision

is outstanding

- Teaching is outstanding in the early years. The teacher and teaching assistants have high expectations and provide an inspirational variety of opportunities for children that help them to develop their skills rapidly.
- Most children's skills when joining Reception are typical of those usually found, with a significant minority that are below this level. Adults constantly encourage children to challenge themselves and go further. As a result, virtually all children achieve the skills typical for their age by the time they leave Reception and a large proportion exceed them so that they are ready for school in Year 1. This represents outstanding progress from their starting points. For example, children made rapid progress in writing, from making squiggles with a pencil to being able to write a story independently.
- Children cooperate and behave exceptionally well because staff have consistently high expectations and use praise to re-inforce routines and build children's confidence. In a pitched, make-believe, pirate battle during the inspection, children were careful and considerate towards their friends, closely watched by their teacher. The close supervision of children by all staff contributes to a safe, harmonious environment.
- The early years provision is led extremely effectively. The leader has successfully secured much higher achievement than at the time of the previous inspection and has ambitious plans to ensure that even more children exceed the skills typical for their age. Children's progress is carefully tracked to make sure that the activities that staff plan help children to develop rapidly. Staff keep careful records of children's progress and parents contribute to these so that they have a very good understanding of how well their children are doing.

## 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>	114212
<b>Local authority</b>	Darlington
<b>Inspection number</b>	442247

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>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Murray
<b>Headteacher</b>	Chris Metcalfe
<b>Date of previous school inspection</b>	16 January 2013
<b>Telephone number</b>	01325 380758
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