

Cowick Church of England Voluntary Controlled Primary School

Snaith Road, East Cowick, Goole DN14 9DG

Inspection dates	11–12 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- By the time pupils leave school, they have made good progress and the standards they reach in reading, writing and mathematics are in line with or above the expected level. This includes disadvantaged pupils and those with special educational needs or disability.
- Teaching is consistently good across the school and supports pupils in making good progress. The regular checks of pupils' work in books are used well by teachers to plan the next steps for pupils' learning.
- Pupils' behaviour is excellent. They conduct themselves in an exemplary fashion and have very positive attitudes to learning, which contributes to pupils making strong progress over time.
- Pupils' attendance is well above average because they value their education. Bullying occurs very rarely.
- The work done to support pupils' personal development and welfare is outstanding. This is seen in the excellent support of pupils with particular needs, and the self-assured way in which all groups of pupils express their opinions.
- Since the last inspection, leaders and governors have carried out much more rigorous checks of teaching and provided effective training for teachers. In addition, there are now clear priorities identified that all staff understand. As a result, teaching is now good, as are the outcomes of pupils.
- The provision for children in the early years is good and these children make good progress from their starting points, thanks to strong teaching and leadership in the setting. These children's conduct and attitudes to learning are outstanding.

It is not yet an outstanding school because

- The information leaders provide for governors does not give them a full understanding of how children in the early years are doing.
- At times, teaching does not fully meet the needs of the lower ability pupils, which slows their progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding so that all groups of pupils, especially those of lower ability, make very rapid progress by:
 - ensuring that checks made on pupils' understanding are used to inform teachers' planning so the needs of all groups of pupils are closely met.
- Ensure that leaders check how teaching meets the needs of the lower ability pupils and offer teachers further training in this area, where necessary.
- Ensure that leaders provide governors with assessment information for the early years that is clear and that allows governors to have a full and accurate understanding of the progress the youngest children in the school are making.

Inspection judgements

Effectiveness of leadership and management is good

- The executive headteacher, who arrived shortly after the last inspection, has brought about considerable improvements in many aspects of the school's work. She has restructured the leadership team and brought in strong collaboration with another local school, which she also leads. This relationship has benefited all staff, particularly through providing training opportunities.
- Leaders are rigorous in their monitoring of teaching and use this to identify strengths to share across the school and to identify ways in which staff can improve further. This means there is now consistently good teaching across the school and pupils are making good progress.
- Leaders and governors use the appraisal system to ensure that all staff receive challenging targets and that they link pay progression to pupils' outcomes. This ensures that staff are held accountable for how well pupils perform. It also means that staff benefit from the right training to support their professional development.
- Improvements to pupils' outcomes mean that pupils from different backgrounds, including those who are disadvantaged and those who have special educational needs or disability, now have equal opportunities to achieve well. However, at times lower ability pupils do not make rapid progress.
- Assessment information for pupils from Year 1 to Year 6 is clear and well understood by all staff and governors. This allows them to check and track pupils' achievements with accuracy and to identify where extra support may be needed. Leaders also have a good understanding of assessment information for children in the early years and use it well. However, governors do not fully understand what this assessment information is telling them about how well children are achieving.
- The funding for disadvantaged pupils has been used well and has led to better outcomes for these pupils, who are making good progress, like other pupils in the school and nationally. It is also used to support the visits these pupils take to places of interest, linked to their learning in class.
- The leadership of the provision for pupils who have special educational needs or disability is strong. This was an area for improvement previously but has been strengthened by using the pupils' assessment information to identify areas where they need more support. Staff provide particular support for pupils in key stage 2 who did not have strong teaching in these areas when they were in key stage 1.
- Pupils' behaviour, personal development and welfare are outstanding and these areas of provision are led very well. As a result, pupils are confident and approach their learning with great enthusiasm.
- The school has a very strong system for ensuring that pupils and families know the importance of regular attendance and it has improved the curriculum to ensure it is engaging and interesting. This also encourages pupils to come to school regularly and supports their excellent conduct and attitudes to their learning.
- Pupils have regular opportunities to reinforce key skills across different subjects as well as to learn about a variety of topics. For example, work books in Year 3 and Year 4 showed pupils' learning about the history of the Olympic Games. Pupils wrote about key athletes in history, including British athletes' success, and investigated the history of the Games. They also drew the Olympic rings in a range of ways, such as using pastel colours, painting, collage work and pencil drawings.
- Pupils understand the school's core values well. They are very proud of what they stand for as a community. These values are seen in different aspects of the pupils' life at school and represent the values of life in modern Britain. In this way, pupils are well prepared for life in modern Britain.
- The additional primary school sports funding is used to good effect. Pupils take part in various sporting activities during the school day and in external competitions. Pupils are enthusiastic about these opportunities and appreciate the improvements in the equipment they now have for use during sports lessons and at breaktimes.
- The school works closely with the local authority, which has been active in providing support, including checking how well the school has improved at key points since the last inspection. It has supported the executive headteacher in brokering the collaboration between the school and the local partner school.
- **The governance of the school**
 - At the last inspection, it was recommended that governors undergo a review to improve this aspect of provision. This has supported the governing body well, with some governors having left and new governors arriving.

- Governors understand their role in checking and challenging the information provided for them about how well pupils are doing. However, while they have a clear understanding about the assessment information for pupils in Year 1 to Year 6, they have a less clear view about the progress of children in the early years.
 - Governors are linked to classes and are regularly in school to help teachers and to understand how the pupils learn. This allows them to have well-informed discussions about the curriculum and the pupils’ conduct and attitudes to learning. It also demonstrates to pupils that they care, something about which pupils speak very positively.
 - Since the last inspection, governors have worked with the executive headteacher to improve the quality and rigour of checks on teaching and to make teachers accountable for pupils’ outcomes. They have been prepared to make tough decisions about staff pay and have also been keen to reward improvements in staff effectiveness and the impact of this on pupils’ outcomes. The restructuring of the leadership team demonstrates this.
- The arrangements for safeguarding are effective. The school knows the pupils well and works closely with families where issues are apparent and with external agencies to support any areas of concern. The school has a strong pastoral team to oversee this aspect of school life to good effect.

Quality of teaching, learning and assessment is good

- Good quality teaching, learning and assessment have led to a rise in standards across reading, writing and mathematics. The monitoring of pupils’ learning confirms that they are making good progress over time.
- Teachers use pupils’ work in books to plan lessons that meet their needs closely. Teachers have a good understanding of when pupils are ready to move on, and they provide work that is challenging. This allows most groups of pupils to make rapid progress. However, the lower ability pupils in school are not always given work that matches their needs closely. At times, they are provided with work that they cannot fully access despite the fact that they work hard and do all that they are asked to do. For a minority of pupils, this means they are given work without enough support and explanation and this slows their progress.
- Most pupils enjoy their learning because it is challenging. This allows an increasing proportion of all groups of pupils to meet age-related standards in reading, writing and mathematics; some groups are now exceeding this standard.
- Teachers question pupils well and use these opportunities to challenge pupils and elicit pupils’ understanding of their work. However, at times, they miss opportunities to use questioning to check that the lower ability pupils know what they have to do and to address any potential misunderstandings they may have.
- Teaching assistants work well to support individual pupils and groups of pupils. Their work with pupils with special educational needs or disability, along with teachers’ strong understanding of these pupils’ specific needs, helps these pupils to make good progress. Teaching assistants question pupils skilfully and ensure that pupils are given the chance to work independently where appropriate.
- Teachers plan imaginative lessons that incorporate key skills, as well as giving the pupils a regular chance to take part in artistic and musical activities. This range of learning opportunities has a very positive impact on the way that all groups of pupils engage with their learning and try their best to complete their work well.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is outstanding. Pupils are very proud of their school and enjoy coming to school, as seen by their very high attendance rates. Parents and carers also hold the view very strongly that adults in the school provide outstanding care for their children. Parents, pupils and staff agree that the executive headteacher leads by example in the way that she is approachable and willing to give her time to support pupils.
- Pupils say that they feel safe and that this is because there are always adults around whom they can

speak to. The school makes every effort to support both pupils and their families where difficulties arise and where pupils feel upset or worried, or if a pupil has a particular need.

- Pupils report that bullying is extremely rare and school records reflect this. Pupils know what constitutes bullying and, indeed, can differentiate between this and having a quarrel or an argument. Pupils report that when arguments do occur, staff help them to resolve them. Pupils also say that they have regular opportunities to discuss the impact of bullying and spoke of the importance of being kind and to think of how your actions can hurt someone else. This comes through regular messages in assemblies and collective worship, as well as through special events such as safety week. In addition, pupils understand how to keep themselves safe outside school, such as when they are using the internet, and what to do if they are concerned.
- Pupils enjoy the food that is provided at school and report that it is healthy and that there is a good choice. The use of the sports funding has improved the status of sports lessons and extra-curricular activities in sport, which have, in turn, given pupils a very strong understanding of the importance of keeping themselves fit and healthy.

Behaviour

- The behaviour of pupils is outstanding. They conduct themselves very well at all times of the day. They automatically consider the needs of others. For example, without the need for instruction or a reminder, pupils open doors for one another and staff. Pupils of different ages play well together and it is highly apparent that older pupils feel a sense of responsibility for younger children. This is seen particularly at playtime, where older pupils will show younger pupils how to use the equipment or will lend a hand if they are apprehensive.
- There are no serious behaviour issues and the rewards systems mean that pupils are rewarded for always doing their best. This means that low-level disruption is also very rare because it is not tolerated; this high expectation is very well understood by pupils.
- Where pupils have had behavioural needs, these are very well dealt with by leaders through nurturing support and by providing special activities for these pupils to overcome issues, such as managing anger. This has led to these pupils now working well and making a strong contribution to school life because they are happy and because they understand the high expectations and want to meet these.
- Pupils are very enthusiastic and conscientious learners, as seen in their attitudes to lessons and the impact this is having on their outcomes over time. Pupils from all ability groups, for example, respond to feedback from teachers because they want to do well and value their teachers' advice. Pupils also do as they are told immediately.
- Pupils have high levels of attendance, reflecting their great enjoyment of school.
- Pupils report that their learning is important to them. They can explain why it is important to do their very best because they see that having the key skills of reading, writing and mathematics will have a positive impact on their future education and their ability to succeed in life.

Outcomes for pupils

are good

- Pupils make good progress and increasingly are reaching or exceeding the expected standard in reading, writing and mathematics. They leave the school having made better than expected progress in reading, writing and mathematics. This is the case for nearly all groups of pupils and has improved since the last inspection.
- The strong progress of different groups of pupils has also meant that the attainment and progress gaps between certain groups of learners are closing. This includes the gaps between disadvantaged and non-disadvantaged pupils in school, which have been an issue historically. Both groups have improved in terms of their outcomes but the progress of disadvantaged pupils has accelerated particularly well.
- The proportion of Year 1 pupils who reach the expected standard in the national check in phonics (the sounds that letters represent) is consistently above average, meaning that the large majority of pupils, including disadvantaged pupils, lower ability pupils and those with special educational needs or disability, are able to read by the time they are six. The teaching of phonics is very strong.
- Teachers use assessment information to ensure that, where pupils are falling behind, they are given focused support that quickly helps them to make accelerated progress and do well in their reading.
- The most-able pupils are now increasingly reaching the highest levels in reading, writing and

mathematics, in line with their peers nationally. This is because they receive more challenging work and are often given further extension work when they are responding to teachers' feedback in books. Since the last inspection, the attainment of these pupils and that of other ability groups has improved. Attainment at the end of key stage 1 has also improved since the last inspection. By the end of key stage 2, pupils have made good progress and are well prepared for secondary school.

- While the attainment of lower ability pupils has increased since the last inspection, there are some pupils who do not make rapid progress because they are not always clear about what they have to do.
- Pupils who have special educational needs or disability now make good progress, which is also an improvement since the last inspection. Strong leadership and understanding by teachers of these pupils' needs mean that they are well supported. Support staff carry out useful intervention programmes that meet their specific needs closely.

Early years provision

is good

- Children in Nursery and Reception make good progress from their starting points. Overall, children arrive with levels of development that are broadly typical for their age. The teaching is good and this means that teachers provide activities that show understanding of and meet the children's needs well.
- Leadership of the setting is good and ensures that all adults are well versed in meeting the individual needs of the children. This means that there are regular opportunities for children to practise their mathematical, writing and reading skills in a variety of engaging ways. It also means that there is a real breadth to the variety of activities on offer, such as the opportunities for children to develop their artistic and musical skills.
- Adults pay close attention to children's oral skills and use assessment information to identify where children are not as well developed and then support this area through direct teaching and through the activities on offer throughout the setting.
- Children have opportunities to develop all areas of their learning, with a key focus on those that were weakest when they arrived. In addition, adults concentrate on developing children's personal, social and emotional skills as well as their communication and language skills, as they believe these are fundamental to their learning and well-being. They have supported children to become increasingly independent in their learning, as well as able to share and take turns.
- Children have a very clear understanding of classroom routines and of the very high expectations of their behaviour. As a result, the children's conduct is excellent, as is their willingness to engage in different activities. This is having a strong impact on their learning and ensuring that the large majority of children reach a good level of development. This is also the case for those children who have special educational needs or disability, or who are disadvantaged.
- Children feel safe and confident in the early years and attend well. Leaders closely monitor the quality of teaching and what the assessment information says about the progress children are making. As well as supporting teaching, these activities also ensure that where a child is underachieving, this is quickly identified and support is provided, which has a good impact on children's achievement over time. However, while this information is used well in school, it is not as clearly understood by governors who, therefore, have an over-generous view of the provision.
- Early years staff work effectively with parents, who praise the care their children receive. Staff focus on ensuring that each child settles quickly. Parents also regularly get the chance to see their children's work and are given advice on how to help their children at home with their learning.

School details

Unique reference number	118025
Local authority	East Riding of Yorkshire
Inspection number	10002137

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair	Mrs Chris Collins
Executive headteacher	Mrs Katherine Rowley
Telephone number	01405 860417
Website	www.cowickprimary.org.uk
Email address	cowick.primary@eastriding.gov.uk
Date of previous inspection	20–21 November 2013

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- A lower than average proportion of pupils speak English as an additional language.
- A lower than average proportion of pupils are disadvantaged. These pupils are supported through the pupil premium funding, which is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is above average.
- Children enter the school in Nursery on a part-time basis and then move into the Reception class on a full-time basis.
- The school is organised with mixed-age classes.
- The school is led by an executive headteacher, who also leads Snaith Primary School, with which the school has a strong collaboration.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed four lessons.
- The inspector observed and spoke with pupils during lessons and at breaktime. She also met formally with groups of pupils from all classes.
- The inspector observed collective worship.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and a representative from the local authority.
- The inspector observed the school's work and looked at pupils' work and a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' attendance data. The inspector also looked at information about pupils' progress and attainment.
- The inspector considered 24 parental responses to the online questionnaire, Parent View. She also spoke with parents as they brought their children to school during the inspection.

Inspection team

Fiona McNally, lead inspector

Ofsted Inspector

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