

# Cosgrove Village Primary School

3 Bridge Road, Cosgrove, Northamptonshire MK19 7JH

## Inspection dates

11–12 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- There has been significant change in staffing since the last inspection. The executive headteacher and governors identified what needed to improve and are driving up standards.
- Leaders use assessment information to check the progress pupils make across key stages. This is helping teachers to set tasks which challenge pupils.
- Subject leaders are ambitious to raise standards in their subjects. They have established a consistent approach to teaching.
- Teachers use questioning and demonstration effectively to move pupils on with their learning. Stimulating topics help to bring learning to life.
- Leaders for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils have a good understanding of their needs. These pupils are making strong progress as a result.
- Additional support is provided for pupils who need support with their social and emotional needs. This helps them to be successful in their work and social interactions.
- Pupils are very respectful of each other. They are keen to take part in lessons and show perseverance and resilience in their learning.
- Leaders have established a curriculum grounded in the school's values. Pupils learn well across all subjects and make the links between topics when appropriate.
- The development of pupils' spiritual, moral, social and cultural education helps pupils to have a well-rounded view of the world they live in.
- Staff in the early years use their comprehensive knowledge of the early years curriculum to plan for children's next steps in learning. Children are enthusiastic to learn and work well as a team.
- Historically, the proportion of pupils achieving the expected combined standard at the end of key stage 2 has been below the national average. Not enough pupils have achieved at the higher standard.
- Due to weaker teaching in the past, some pupils, in particular the most able pupils, have not made as much progress as they are capable of.
- Occasionally, the teaching of phonics is not precise enough to enable the weakest readers to make strong progress. Reading books are not always well matched to pupils' phonics knowledge.

## **Full report**

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

- Improve outcomes for pupils so that greater proportions achieve the expected and higher standards in reading, writing and mathematics at the end of key stage 2.
- Improve the quality of teaching, learning and assessment by ensuring that the most able pupils are sufficiently challenged.
- Improve the teaching of phonics and early reading by ensuring that it develops reading skills effectively, in particular for lower-ability pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the last inspection, there has been significant change at the school. Prior to the appointment of the current executive headteacher, the school experienced some turbulence in leadership. This coincided with the introduction of the new curriculum for all schools in England. As a result, some new practices were not embedded effectively, which led to a fall in standards.
- The executive headteacher has secured stable staffing, which has ensured consistency of approach across the school. The quality of teaching and learning has improved, and pupils are making stronger progress than they have in previous years.
- Leaders recognised that their assessment system was not providing them with an accurate view of how much progress pupils were making across a key stage. Since September 2018, leaders have adjusted the system to ensure that pupils are monitored closely through key stages. They are now able to fully hold teachers to account for the progress that pupils make.
- The leader for pupils with SEND has a good understanding of the needs of these pupils. Where appropriate, external advice is sought to tailor the support provided. Support from additional adults and adaptations to tasks enable these pupils to make strong progress. The vast majority are working within the school's year group expectations.
- Staff support the very small number of disadvantaged pupils well, as leaders have ensured that everyone has a good understanding of pupils' needs. Academic, social and emotional needs are met through targeted support.
- Subject leaders have a secure understanding of how the improvements they have made have impacted upon the progress that pupils are making. Professional development has improved teachers' subject knowledge in reading, writing and mathematics. There is a consistent whole-school approach to developing knowledge and skills in English and mathematics.
- The development of pupils' spiritual, moral, social and cultural education is a strength of the school. Through the personal, social, health and economic curriculum, pupils learn about global issues and being good citizens and acquire an understanding of mental health. Pupils' appreciation of the arts is developed across the curriculum. They receive opportunities to learn an instrument and to appreciate the work of different artists.
- The school's values are at the core of the school's curriculum. Through these, pupils learn what it means to be a British citizen. They learn about significant people who exemplify the school and British values, for example Prince Harry and Emmeline Pankhurst.
- Staff have designed the school's curriculum to build learning as pupils move through the school. Themes are taught across the whole school, which develop pupils' knowledge sequentially. For example, as part of the school topic 'Splish, splash, splosh', younger pupils learned about pond habitats, Years 2 and 3 learned about rivers and Years 4, 5 and 6 learned about the oceans. Wherever possible, links are made

between subjects, with teachers making sure that these are meaningful links which will enhance pupils' understanding.

- The local authority has worked with leaders to help them identify the school's strengths and weaknesses. This has included encouraging leaders to track the progress pupils make from the end of the previous key stage and not just across a year. This has enabled leaders to monitor progress more precisely.

### **Governance of the school**

- Governors have a realistic view of what brought about the fall in standards in the past. They now believe that processes and procedures are in place to ensure that standards continue to improve.
- The current executive headteacher and a subject leader are due to leave the school at the end of the academic year. Governors are determined that these changes will not prevent recent improvements from being sustained.
- Regular monitoring has ensured that governors have a good understanding of the school's current strengths and weaknesses. They are conscious that they need to maintain a focus on the continued momentum of improvements. They know that changes must be embedded over time to really make a difference to pupils.
- Governors carry out regular monitoring of the school's safeguarding systems, including checking that the procedures for recruiting new staff are followed.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have a comprehensive understanding of the needs of vulnerable families. When necessary, leaders seek external support from social care. They are tenacious in following up concerns when they believe the response they receive leaves pupils vulnerable.
- When cases do not meet the local authority thresholds for involvement, support is sought elsewhere, for example through the school nurse, accessing food banks or family support workers.
- Leaders provide staff with regular safeguarding training to make sure that they are up to date with safeguarding issues locally and nationally. Leaders have met with local police to understand the local risks to pupils and have shared this information with staff. For example, leaders found that, while the school is located in a low-risk area, they know what the possible radicalisation or criminal exploitation risk might be.
- Staff, including lunchtime and breakfast club staff, know the school's processes and procedures for passing on concerns. They are confident that leaders will act on these and, when appropriate, they receive feedback about individual cases.

## Quality of teaching, learning and assessment

Good

- Teachers develop pupils' understanding skilfully through effective questioning and rephrasing of tasks. Pupils are encouraged to think around a problem, for example pupils in Years 4, 5 and 6 were carrying out problem solving activities in mathematics. The teacher used effective questioning when pupils got stuck to move them forward. Pupils are encouraged to choose their own level of challenge, teachers intervene if necessary to ensure that pupils push themselves.
- Teachers develop pupils' understanding by finding out what pupils already know, and use this to plan learning. 'Cold' tasks are used to assess pupils' knowledge at the beginning of units of learning in English and mathematics. Teachers use this information effectively to set tasks which match pupils' next steps in learning. The use of 'hot' tasks at the end of the unit enables the teacher to quickly evaluate what pupils have learned and what they need to develop further. Pupils' gaps in learning are identified, and teachers' planning helps to develop these areas effectively.
- Teachers use effective demonstration to help pupils have a clear understanding of what they need to include in their work. For example, pupils in Years 2 and 3 were retelling 'The Wind in the Willows'. The teacher shared with pupils what they could include. Pupils then developed their sentences further, adding more ambitious vocabulary or similes, such as 'The trees were bristly like broccoli.'
- Teachers use topic work to further develop pupils' writing skills. As pupils complete their 'hot' writing in their topic books, they understand that the work in these books is as important as the work in their English books.
- Reading is developed by sharing whole-class texts. When appropriate, these link to the school's topic. Targeted questioning develops pupils' understanding of the different skills they need to use when reading. Pupils are encouraged to read widely and often. Teachers share their love of reading with pupils and, where possible, they get 'caught reading' by pupils to reinforce that reading is for everyone.
- Teachers have high expectations of pupils' presentation and handwriting. A consistent approach across the school ensures that pupils have a clear understanding of the expectations. Picture cues are used alongside learning objectives to help pupils understand what they need to include in their work, enabling them to achieve success.
- Pupils say that their teachers make their learning fun. Their work is celebrated throughout the school through the vibrant and high-quality displays.
- Pupils with SEND and disadvantaged pupils are well supported in lessons. When required, teachers adapt tasks to help pupils access the learning. Resources such as daily timetables and word mats are used effectively to help pupils stay settled in class and complete tasks.
- In the past, teachers' use of assessment information has not been sharp enough. As pupils were not tracked from the end of the previous key stage, sometimes, teachers' expectations of pupils were not high enough, particularly for the most able pupils. Teachers are now providing pupils with more appropriate challenge. However, due to this legacy, a few have not made as much progress as they are capable of.
- The teaching of phonics for the weakest readers is not always precise enough to

enable these pupils to develop their early reading skills effectively. Reading books are not always well matched to pupils' phonics knowledge. Sometimes, pupils resort to using reading strategies that are not sophisticated enough to tackle the text they have been given.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In class, the vast majority of pupils display determination and perseverance. They are keen to work through a problem and will seek out help when they are stuck. They discuss their work with each other to try to solve problems together.
- Pupils know how to stay safe on the internet. They understand the potential risks when using online games and say they would speak with an adult at home or in school should a problem occur. Pupils know the age restrictions for some social media sites and say that they are too young to use them. However, they are aware of the risks if they did choose to use them.
- Pupils can explain the importance of healthy lifestyles and staying mentally healthy. They know what a balanced diet is and how exercise helps them to stay healthy. If they are anxious or have a worry, there is always 'time to talk' with an adult who will help them resolve the problem. Lego therapy and 'drawing and talking' techniques are used to help pupils who need extra support.
- Pupils understand what bullying is and know the different forms of bullying. They say that incidents of bullying are very rare. They understand that friends occasionally fall out but, when this occurs, it is dealt with well by adults who encourage them to listen to each other to resolve problems.
- Pupils have a good understanding of global issues. They take part in charitable fundraising activities for different organisations, such as The Hope Centre, and collect food for food banks. They have a developing awareness of environmental issues. For example, linked to their topic, pupils in Years 4, 5 and 6 were investigating the issue of plastic in the oceans.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves very well during the school day. They are polite and respectful of each other. In class, they are keen to share their learning and listen well to adults and each other. Pupils take pride in their work, which is typically presented to a high standard.
- At break and lunchtime, pupils are provided with a wide range of activities and resources to play with. Pupils treat these with respect and play with them appropriately. They play well and make up games to play together.
- Pupils say their learning is rarely disrupted by poor behaviour. Pupils understand the school's behaviour system, which is used consistently by staff across the school. When

there is a need to check pupils' behaviour, adults explain to pupils what they need to change and pupils respond quickly.

- There are very few incidents of significant poor behaviour. When incidents do occur, staff seek external advice to help them to support pupils' needs.
- The proportion of pupils who have been disadvantaged by persistent absence has been above the national average for the past two years. The school's current attendance information shows that this has reduced significantly this academic year and is now well below the national average.

## Outcomes for pupils

**Good**

- Pupils' workbooks show that the consistent approach to the teaching of English and mathematics is having a positive impact on the progress pupils are making. The vast majority of pupils are working within the school's year group expectations and are making strong progress.
- The school's own assessment information shows that disadvantaged pupils and those with SEND are making strong progress. While some pupils may not achieve at the school's expected standard for their year group, the gap is closing and pupils are making much stronger progress than they have in the past.
- In 2018, the proportion of pupils achieving the expected standard at key stage 1 was similar to the national average in writing and mathematics, and above the national average in reading. However, proportionally fewer pupils achieved a greater depth of understanding when compared with the national average.
- The proportion of pupils achieving the expected standard in the phonics screening check is typically above the national average and, in 2018, was well above the national average. However, occasionally, due to some imprecise teaching, some lower-ability pupils do not make the progress that they are capable of.
- Due to inconsistent teaching in the past, since 2016, the proportion of pupils achieving the combined standard in reading, writing and mathematics at the end of key stage 2 has been below the national average. Less than half of all pupils have left well prepared for secondary education.
- In 2018, pupils made progress similar to pupils nationally. However, assessment information shows that a few pupils did not make as much progress as they should have, particularly some of the most able pupils. The proportion of pupils achieving at the higher standard was below the national average in reading and mathematics in 2018.

## Early years provision

**Good**

- Leaders have ensured that, as Reception children are taught in the same class as Year 1 pupils, planning is targeted specifically to meet the requirements of the early years curriculum. Staff have secure knowledge of the different areas of learning and use this effectively when working with children. Welfare requirements are well met and safeguarding procedures are robust.

- The majority of children join the Reception class with skills appropriate for their age. These skills are developed well by teachers, and the vast majority of children leave the early years well prepared for Year 1. Teachers use baseline and ongoing assessment information effectively to plan for children's next steps in learning. For example, they identified that, in order to support boys' writing, their fine motor skills needed to be developed to enable them to grasp a pencil. Children were encouraged to play with nuts, bolts and screws, manipulating them together to make patterns.
- Leaders work closely with the leader for pupils with SEND to ensure that the needs of children are met. In the first instance, they ensure that they are aware of any support children received in the pre-school setting. This is developed and enhanced as appropriate. When needed, leaders seek support and advice from external sources, such as autism spectrum disorder services, speech and language professionals and health visitors.
- Prior to starting at the school, leaders liaise with nursery and pre-school settings to understand children's needs. Leaders use this information to ensure that there is a smooth transition to the Reception class. Parents and carers contribute 'wow' moments that children have achieved at home, such as riding a bicycle without stabilisers. Through access to the school's online assessment tool, parents are involved and kept up to date with children's learning.
- Children encourage, help and support each other. Teamwork is well developed, and children recognise the importance of this. When working together, one child was heard saying, 'Great teamwork, guys. Well done.'
- Children develop their learning by accessing the different resources that are available to them. Children organise themselves as a group to complete tasks. For example, children gathered a range of building materials to make a tent. They developed a plan and worked collaboratively to make it. The teacher asked questions to develop children's thinking further, encouraging them to consider how they would build it and what they might choose to include.
- When developing writing, adults have a clear expectation of what they want children to achieve. Frequent reinforcement of basic writing skills helps children to remember what they need to include when writing.
- Phonics is generally developed effectively, and most children use this knowledge when writing and reading new words. Adults use the correct vocabulary, such as 'digraph' and 'trigraph', when teaching and recapping sounds. However, very occasionally, there is some inconsistency in the approach of adults and, as a result, some children do not pronounce sounds correctly.



## School details

Unique reference number	121811
Local authority	Northamptonshire
Inspection number	10087404

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	Colin Swindale
Executive headteacher	Rebecca Osborne
Telephone number	01908 562 641
Website	<a href="http://www.cosgroveschool.co.uk/">www.cosgroveschool.co.uk/</a>
Email address	<a href="mailto:head@cosgrove.northants-ecl.gov.uk">head@cosgrove.northants-ecl.gov.uk</a>
Date of previous inspection	22–23 May 2012

## Information about this school

- This school is smaller than the average-sized primary school.
- The headteacher has been in post since September 2015. She then became executive headteacher over Cosgrove Village Primary School and Collingtree Church of England Primary School in September 2016.
- There has been considerable change in staffing since the last inspection.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is above the national average.

## Information about this inspection

- The inspector observed learning in a number of lessons, some of which were observed jointly with the executive headteacher. They observed the teaching of early reading skills and listened to pupils read. The inspector also talked with pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Meetings were held with the executive headteacher, assistant headteacher, subject leaders and teachers. The inspector also spoke with the chair of the governing body and one governor.
- The inspector looked at a range of documents, including: the school's self-evaluation and plans for improvement; the most recent information on pupils' achievement; information relating to the health, safety and safeguarding of pupils; and the most recent information relating to attendance.
- The inspector considered the range and quality of information provided on the school's website.

## Inspection team

Helen Williams, lead inspector

Her Majesty's Inspector

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