

Inspection of a good school: North Cockerington Church of England Primary School

School Lane, North Cockerington, Louth, Lincolnshire LN11 7EP

Inspection dates:

10 December 2019

Outcome

North Cockerington Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a happy, little learning environment. Staff are fulfilling the school's aim of 'empowering all to flourish and succeed'. They plan and deliver lessons that build up pupils' knowledge and skills.

Teachers are highly skilled at teaching pupils to read from a young age. Almost all pupils become fluent readers. The youngest love taking 'reading buddies' home so they can read to 'Timmy the Tiger', or similar. Pupils learn how to calculate and explain their mathematical thinking. Pupils learn, and experience, new and exciting things. They find out about Ancient Egypt. Residential visits show them how to abseil and use a kayak.

Pupils are well behaved. They pay attention in class and work hard. When teachers ask questions in class, pupils are quick to put their hand up. They want to give answers or offer thoughtful ideas to their teachers and the class. Almost all complete their work with care and pride. We saw pupils of all ages use neat, joined handwriting. They move around the school in a calm way. Breaktimes and lunchtimes are friendly occasions. Pupils say that bullying is very rare, and staff deal with it fairly and quickly if it happens. Pupils feel safe here.

What does the school do well and what does it need to do better?

The executive headteacher leads the school with integrity. She wants a good education for every pupil. She acts with courage and determination to secure this. Staffing is now stable after a period of change and turbulence. Some staff are new leaders of subjects. They need time to check that their colleagues are teaching all subjects consistently well. Staff feel motivated, supported and respected by senior leaders. They are proud to do their job.

Teachers have a clear idea about what they want pupils to know after each series of

lessons. They plan with great thought for their mixed-aged classes. No year group misses being taught important things. Instead, teachers build pupils' knowledge and skills over time. Pupils remember good amounts of what teachers teach them. They achieve well.

The school is welcoming and inclusive. Leaders and staff work hard to meet the needs of all groups of pupils. Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). These pupils get good support and they progress well. They know that one ninth of 36 is four. They write sentences such as, 'I thought about buying a particularly stunning paint set but could not afford it.' Like all pupils, they learn about different cultures and faiths. They are taught about the impact of climate change in geography. The work they have to complete is demanding for them.

Phonics teaching is a strength of the school. Leaders have a laser-like focus in teaching children in the early years to read from the very start. We heard pupils in key stage 1 call out 'Oooo-arrrr!' as they spotted real words, such as 'flame', to put in the pirate's treasure chest. Teachers spot instantly if a pupil is unsure about the link between any letters and their sounds. They give them immediate support to help them. Pupils' good reading skills also help them to write well. Those in Year 3 compose impressive instructions for making tomato pasta. Others write using vocabulary such as 'boisterous' and 'luscious'.

Pupils' education is not restricted to academic subjects. They have lots of opportunities to undertake responsibilities in school, such as being monitors for the school fruit. The 'play leaders' and 'young leaders' help others at breaktimes and lunchtimes. Pupils enjoy the many opportunities to get exercise. They explained how proud they are to take part in sporting competitions with other schools. They also enjoy the many clubs on offer to them.

Lessons flow without interruption because pupils concentrate in class. They work well together and do their best. Around school, they are friendly and polite to each other and to visitors. They learn the 'turtle technique' to stay calm. Pupils say that everyone gets on well. Pupils say that bullying is uncommon. If it ever happens, staff address it effectively. Attendance is rising and is above the national average.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff understand their responsibility to do all they can to protect a pupil. Staff receive training in safeguarding. This includes learning about aspects such as online safety and extremism. This helps staff to be alert for signs that a pupil could be at risk of harm.

Leaders work swiftly to secure expert help from outside agencies when this is needed. Staff also give close pastoral support to pupils experiencing periods of great difficulty in their home circumstances.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- New foundation subject leaders have not yet had the opportunity to check that the new curriculum is being consistently implemented well over time. They do not yet know if all pupils learn and remember the things they need to. Subject leaders need to be given the time to check that all their colleagues are teaching what they should, and that pupils are achieving well across all subjects and year groups. If this is not the case at any point, leaders should make necessary adjustments where needed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 24–25 January 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120580
Local authority	Lincolnshire
Inspection number	10110126
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	David Manders
Headteacher	Becky Dhami (Executive Headteacher)
Website	http://www.north-cockerington.lincs.sch.uk
Date of previous inspection	14 January 2016

Information about this school

- There have been no significant changes since the previous inspection.

Information about this inspection

- In order to judge whether the school continues to be good, we focused the inspection on specific subjects of the curriculum. We did deep dives in reading, mathematics and geography. This involved meeting with senior and subject leaders, scrutinising curriculum planning, and visiting lessons where pupils were learning these subjects. We met pupils from the lessons and looked at their work in these and in other subjects. We met with teachers about the curriculum they were delivering.
- We met with the special educational needs coordinator. We read a wide variety of school documents, including the school development plan.
- We took note of the responses to Ofsted Parent View and the school's most recent questionnaire. We met with parents and carers at the end of the school day and considered the results of the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, we read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. We

spoke with staff to check details of their safeguarding knowledge and training, that they understood the importance of their responsibility to report any safeguarding concerns without delay, and if they knew the procedure to do this. We checked samples of safeguarding records and spoke with parents about their children's safety at the school.

Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

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