

Inspection of Cosby Primary School

Portland Street, Cosby, Leicester, Leicestershire LE9 1TE

Inspection dates: 11 and 12 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school where pupils are happy. Pupils know the school routines well and move around the school calmly. They are taught to be courteous to one another and to adults. They play well together at playtimes, partly because adults create a variety of activities for them to do.

Pupils feel safe. Should bullying happen they know adults will deal with it. The behaviour policy is applied consistently. Pupils enjoy the reward systems and say they inspire them to behave well. They are respectful of difference and make everyone feel welcome. One parent said: 'This is a friendly and well-run school, with the well-being of pupils a clear priority.'

Leaders have high expectations for pupils, in particular for the most disadvantaged, including those with special educational needs and/or disabilities (SEND). Leaders are keen for all pupils to gain experiences that prepare them for life in modern Britain.

The school's values, 'respect, friendship, trust, honesty, confidence and determination' are integrated into all the school does. This extends to their relationship with the local community. Projects such as the 'yarn bomb' introduce pupils to the community and encourage them to take an active part in it.

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

Phonics is taught well. The school is ambitious for pupils to learn to read quickly. Teachers spot if pupils are falling behind in acquiring and applying their phonic knowledge and quickly help them catch up. However, in a few cases, reading books do not match the phonic knowledge and needs of some pupils.

Reading is a priority throughout the school. There are a wide variety of books to help pupils develop a love of reading. These link well to the curriculum themes. Pupils appreciate the new library and enjoy visiting it. Leaders set clear expectations about how to teach reading. Teachers provide challenging texts for pupils to read. Pupils enjoy the challenge and concentrate carefully in lessons as a consequence.

The curriculum is well planned and sequenced. However, in some subjects the planned curriculum is not delivered as consistently well as in others. Where it is delivered well, teachers explain effectively what pupils need to know. They recognise when pupils have not understood concepts and provide the necessary support. There are clear links to the locality and trips are used to bring relevance for pupils and to bring learning to life. Nevertheless, there is scope for the curriculum to be even more ambitious and for learning to be extended further for some pupils.

Children make a good start in the early years foundation stage. Clear routines are established. Learning is well planned and adults guide children effectively. 'Challenge

tasks' make it clear what key knowledge children should know and remember. This provides purpose to what children are doing. Children work independently and collaboratively to achieve objectives. The outside area is well used. Staff ensure that learning opportunities outside are equally as engaging and meaningful as those indoors. Leaders recognise the importance of keeping parents well informed. One said: 'My child is in early years and loves it. The information and support we have had for them has been great.'

This is an inclusive school where pupils with SEND are well catered for. Leaders and staff have a clear understanding of pupils' needs; they are ambitious for them to achieve. Plans to support their learning are clear and teachers use them effectively. The school seeks external support for these pupils where necessary.

Pupils and staff say that behaviour is good. All staff have a consistent approach to dealing with poor behaviour if it arises. Pupils know what bullying is and what to do should it occur. Pupils have a positive attitude to their learning. They learn not to give up, and they give things a go.

Pupils attend school regularly. Leaders check on pupils' attendance and work with families to support them in ensuring that their children attend school regularly. Despite the challenges brought about by the pandemic, leaders have moved quickly to address attendance issues.

Pupils learn about life in their community and the wider world. The 'Cosby context' project helps pupils understand their community and make positive change. For example, pupils identified a zebra crossing was in an unsafe place and worked with the community to address this. They learn about difference and diversity. The 'no outsiders' project ensures pupils know how diverse modern Britain is. As a consequence, they quickly spot and challenge stereotypes.

Leaders have prioritised mental well-being as a consequence of COVID-19. This is now integrated into the curriculum. Pupils know how to look after their physical and mental well-being. Teachers feel cared for too.

Safeguarding

The arrangements for safeguarding are effective.

Regular training ensures staff can identify any signs of neglect and abuse. Leaders rigorously follow up any concerns. They are swift to act and work with outside agencies to ensure families get the support they need. Leaders make the necessary checks to make sure that only appropriate adults come into contact with pupils.

Pupils feel safe. Parents say their children are safe and that bullying is dealt with. Pupils learn how to keep themselves safe online and in the community. They are aware of the importance of keeping themselves mentally well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have designed and implemented a curriculum that matches the breadth of the national curriculum. Nevertheless, there is scope for the curriculum to be even more ambitious and extend learning further for some pupils. Leaders should ensure that the curriculum is as ambitious as it can be for all pupils.
- In some subjects the planned curriculum is not being delivered as consistently well as in others. Subject and phase leaders have started to keep a closer eye on checking the quality of curriculum implementation. However, senior leaders need to sharpen further the skills of those responsible for phases and subjects to inform where further refinements can be made to improve the curriculum. Leaders should also ensure that the curriculum is having the desired impact on pupils being able to recall previous learning and address any aspects where gaps may be emerging in pupils' knowledge.
- In a few cases, reading books do not match the phonic knowledge and needs of some children. Not all pupils are developing into fluent readers as quickly as they could. While the approach to teaching phonics is consistent, leaders need to check more closely that books match all pupils' needs so they all quickly become fluent readers.

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 information from Ofsted Parent View 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.

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	138528
Local authority	Leicestershire
Inspection number	10227225
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	Board of trustees
Chair of trust	Melvyn Booley
Executive headteacher	Tracy Withers
Website	http://www.cosby.school
Date of previous inspection	1 February 2017, under section 8 of the Education Act 2005

Information about this school

- This school uses no alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leaders, including the special educational needs coordinator, curriculum leaders and the pastoral lead.
- Inspectors carried out deep dives in five subjects: reading, mathematics, computing, history and physical education. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- The lead inspector met with representatives of the governing body and board of trustees. He also met with the chief executive officer of the trust.
- Inspectors took account of the responses to the Ofsted Parent View survey and staff survey along with written comments from parents. Inspectors spoke informally to parents outside the school.
- Attendance, behaviour logs and safeguarding records were scrutinised. This included the school's single central record. The inspector also conducted meetings with leaders to discuss the safeguarding of pupils.
- The inspector considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector	His Majesty's Inspector
Caroline Stewart	Ofsted Inspector
Claire Stylianides	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022