

Inspection of a good school: Cossington Church of England Primary School

Main Street, Cossington, Leicester, Leicestershire LE7 4UU

Inspection dates:

2 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

The pupils at Cossington are polite and friendly. They feel safe and happy at school. They get on well with each and enjoy each other's company. Year 6 pupils told inspectors, 'We all care and support each other here. When new children join the school, we help them and make them welcome.'

The school's core values are displayed prominently around the school. Pupils refer to these values and know why they are important. One pupil told inspectors, 'We have a motto of care, significance and purpose – it means we treat everyone with respect.'

Pupils enjoy coming to school, and they have positive attitudes to learning. It is easy for pupils to concentrate in their classrooms. Pupils recognise that behaviour is positive at Cossington. They know that bullying is not tolerated and would be dealt with straight away if it did occur.

Staff know all the pupils as individuals and want the best for them. Pupils achieve well in English and mathematics at the end of key stages 1 and 2. However, pupils do not make the progress that they could in some subjects. This is because the curriculum is not sufficiently well planned in all subjects.

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

Reading is a high priority at Cossington. Staff teach phonics well. They show pupils how to sound out and blend letter sounds so they can read whole words. Children in Reception quickly learn the sounds that letters make. They confidently use the terms digraph and trigraph, for instance, to refer to sounds that are represented by two or three letters. If

any pupil falls behind in phonics, they are given support straight away. Staff make sure that pupils are given books to read that match the letter sounds they know. This helps pupils to become fluent readers. The reading curriculum beyond phonics enables older pupils to read more complex texts with good understanding. The books that pupils encounter in each class have been set out in the school's 'reading spine'. Pupils learn a lot from these books. For example, Year 6 pupils told inspectors how their current class novel is teaching them about not judging people and how it is good to be different. Pupils enjoy reading. They respond well to leaders' initiatives to encourage them to fall in love with reading. They really look forward to new books arriving each term. They cannot wait to unwrap them and get reading.

However, curriculum thinking is not clear in several other subjects. Where this is the case, leaders have not identified and ordered the knowledge that pupils need to be taught from the early years through to Year 6. In these subjects, pupils remember the activities they have taken part in rather than the important knowledge they must remember so that they can use it again.

Teachers have good subject knowledge. They explain things clearly to pupils, demonstrating exactly what they need to know. Teachers adapt their lessons, where necessary, for pupils with special educational needs and/or disabilities (SEND). They provide additional resources so that pupils can be successful and independent. However, teachers do not deliberately build on what pupils have learned before in all subjects. Opportunities to deepen pupils' understanding are sometimes missed. This is because teachers do not have an exact curriculum sequence to refer to in all subjects. As a result, teachers cannot connect new knowledge to old by recalling and reusing what pupils have learned before.

Subject leadership is not effective in every subject. Regular monitoring does not take place in all subjects. This means that some leaders are unable to accurately evaluate the effectiveness of the curriculum and how well it is taught in their subject. Some leaders have yet to develop their subject curriculum by setting out what pupils need to know in precise, small steps.

Pupils' personal development has been well considered. Pupils learn about equality, safety and healthy lifestyles. They hold inclusive and welcoming attitudes towards difference and diversity. Pupils appreciate the wide range of extra-curricular opportunities on offer at Cossington, as well as the chance to take on responsibilities and leadership roles.

Governors evaluate many aspects of the school's work. They provide support and challenge where needed. However, governors know that they need to check closely on the quality of education in all subjects.

Staff feel valued at Cossington. They are proud to work at the school and appreciate the team ethos that has been created. They know that help is on hand if they need it. Teachers in the early stages of their teaching career are well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff know their role in keeping pupils safe. They receive training so they can spot the signs that someone is in need of help. Staff report concerns promptly. Record-keeping is detailed. Leaders with responsibility for safeguarding work with other agencies, when necessary, so that families get the support they need. Governors check that safeguarding procedures are being followed. Pupils know they can talk about anything that is on their mind. Pupils trust that staff will help to resolve any issues they share. Pupils told inspectors, 'We have worry boxes. The adults check on our worries and sort them out.'

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not well sequenced in all subjects. Leaders have not identified the important knowledge that pupils need to know or how this will build progressively from the early years through to Year 6. This means that teachers do not maximise learning by deliberately recalling and reusing what pupils have been taught before. As a result, pupils do not develop a sufficiently detailed understanding in all subjects. Leaders must ensure that the knowledge to be taught in all subjects is clearly set out so that teachers can deepen pupils' understanding over time.
- Not all subjects are well led. Some curriculum thinking lacks clarity, and some leaders do not routinely check on the quality of teaching and learning in their subject. Senior leaders must ensure that every subject leader has the training they need to set out a sequential, knowledge-based curriculum. All subject leaders must check on how effectively their curriculum is being implemented so that pupils know and remember what they should. Governors must also hold leaders to account for the quality of education in all curriculum subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

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	120124
Local authority	Leicestershire
Inspection number	10267959
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair of governing body	Jamie Bradford
Headteacher	Matthew Yandell
Website	http://www.cossingtonschool.org
Date of previous inspection	21 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school is a voluntary controlled Church of England school. The most recent section 48 inspection took place in October 2016. This is an inspection of the school's religious character.

Information about this inspection

- This was the first routine inspection of the school 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 carried out deep dives in reading, mathematics and design and technology. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also looked at curriculum planning for history, geography, science and art.

- Inspectors met with the headteacher, deputy headteacher, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders responsible for pupils with SEND, behaviour and personal development.
- The lead inspector met with the designated leader for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff survey and pupil survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Christopher Wheatley

Ofsted Inspector

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