

Inspection of Cockerham Parochial CofE Primary School

Main Street, Cockerham, Lancaster, Lancashire LA2 0EF

Inspection dates: 21 and 22 June 2023

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?

Pupils told inspectors that they enjoy coming to this school. They benefit from the positive relationships that they enjoy with each other and with staff. Pupils said that they trust that staff will listen to their concerns and worries. This helps them to feel happy and safe at school.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Many pupils embody the school value of 'commitment' in their approach to learning. They work hard and achieve well during their time at the school.

Leaders and staff have high expectations of pupils' behaviour. Pupils, parents and carers told inspectors that behaviour in lessons has improved considerably since leaders revised the behaviour policy. Many pupils try to treat others in the same way that they would like to be treated themselves. If bullying does occur, leaders deal with it quickly.

Pupils learn the importance of teamwork and responsibility through being members of different groups, such as the school council. Pupils actively contribute to the wider community. They participate in local litter picking events and raise money for regional charities. Such experiences develop pupils' understanding of the positive contribution that they can make to society.

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

Since the previous inspection, the members of the new leadership team have focused on developing the curriculum across a number of subjects. They have ensured that the revised curriculums are ambitious for all pupils, including those with SEND. Leaders have considered the important knowledge that pupils should learn from the Reception Year to the end of key stage 2. They have ensured that teachers have had the training and support they need to teach the curriculum well. Overall, many pupils, including those with SEND, achieve well.

In most subjects, teachers check on what pupils know and remember from previous learning. They devise appropriate lesson activities that help pupils make sense of new learning. Many pupils build a deep body of knowledge over time. However, in a small number of subjects, the new curriculum has been recently introduced. These curriculums are ambitious and identify the important knowledge that pupils should learn. Nevertheless, in these small number of subjects, leaders have not ensured that teachers identify and address the gaps in knowledge that some pupils have as a result of the previous weaker curriculums. Consequently, some pupils are moved on to new concepts too soon and their learning is insecure.

A love of reading is prioritised from the start of the Reception Year. Children in the early years enjoy exploring the meaning of new words that they encounter in different books. Across all year groups, pupils build an appreciation of different types

of books, including poetry and non-fiction. Many pupils understand the important role that reading plays in their education.

Leaders ensure that staff have had the training they need so that they teach the phonics programme well. Pupils quickly learn the sounds that letters represent. Leaders put additional support in place for those pupils who need it. This helps these pupils to keep up with their peers. Staff provide pupils with books to read that are well matched to the sounds that they know. This helps pupils to experience success and enjoyment through reading. Most pupils become fluent and confident readers by the end of key stage 1.

Leaders have effective systems in place to identify the additional needs of pupils with SEND. Staff have benefited from the specialist training that they have received. Typically, teachers adapt learning activities well for pupils with SEND so that these pupils learn the same curriculum as their peers.

Children in the Reception Year behave very well and readily follow the established routines. They work and play well with one another. This makes for a calm and purposeful learning environment. Across the school, most lessons proceed without disruption. This allows pupils to focus on the learning activities that the teachers provide.

Pupils experience many opportunities that prepare them well for life in modern Britain. Leaders ensure that pupils have the opportunity to learn about different faiths and cultures. Pupils understand that there are many different types of families in society. They learn about fundamental British values, which are also reflected in the values of the school. Pupils benefit from opportunities to develop their talents and interests through clubs such as yoga and choir.

Governors support and challenge leaders to achieve the best possible outcomes for all pupils. Leaders are considerate of staff's workload and well-being when making decisions about policies and procedures. Staff are positive about working at the school. They value the support that they receive from leaders to enable them to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have frequent safeguarding training. This helps staff to understand their roles and responsibilities. Staff follow clear procedures to report any concerns that they have about a pupil. Leaders respond to concerns in a timely manner. They work well with other professionals to help vulnerable pupils and their families access any additional support that they may need.

Leaders ensure that pupils have the opportunity to learn about hazards that they may encounter outside of school. For example, pupils learn how to ride a bike safely

on public roads and recognise the potential dangers of open water. Pupils learn how to protect themselves from harm when working and playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, some pupils have gaps in their knowledge. These pupils struggle to make sense of new learning. Leaders should ensure that teachers identify and address gaps in pupils' learning before teaching new concepts.

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	119525
Local authority	Lancashire
Inspection number	10255955
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair of governing body	Lesley Brookbanks
Headteacher	Kathryn Hutchins
Website	www.cockerham.lancs.sch.uk
Date of previous inspection	8 January 2020, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2021.
- The school is a Church of England primary school in the Diocese of Blackburn. The most recent section 48 inspection took place in November 2022.
- Leaders do not make use of alternative provision.

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 that the school has 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.
- The inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, the inspectors met with subject leaders to discuss the curriculum, visited lessons, met with teachers and looked at children's and pupils' work. The inspectors also looked at the curriculum

and pupils' work in some other curriculum subjects. The lead inspector observed pupils reading to a familiar adult.

- Inspectors spoke with the headteacher, other school leaders and members of staff.
- An inspector spoke with members of the governing body, including the chair of governors. An inspector spoke with representatives of the diocese and the local authority.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they felt safe in school.
- Inspectors observed pupils' behaviour in lessons and at social times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's pupil survey.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's staff survey.
- An inspector spoke with parents and carers. Inspectors considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Gareth Counce

Ofsted Inspector

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