

Inspection of Cockburn Haigh Road Academy

Haigh Road, Rothwell, Leeds LS26 0NQ

Inspection dates: 5 and 6 December 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jacquie Padgett. This school is part of Cockburn Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Gurney, and overseen by a board of trustees, chaired by Peter Nuttall.

What is it like to attend this school?

Cockburn Haigh Road Academy is a welcoming and friendly school. The relationships between adults and pupils are warm and nurturing. Pupils are well cared for, happy and safe. They enjoy coming to school.

Pupils are polite and helpful. They demonstrate good manners, for example by sensibly holding doors open for adults and their peers. Most pupils behave well and are kind to each other. They enjoy earning badges and certificates. Pupils are proud to be chosen as the star of the week.

The curriculum is enhanced through a range of exciting visits. Pupils have enjoyed visits to indoor and outdoor adventure centres, a castle and a steam railway. Pupils say they loved eating their lunch on a steam train. Recently, some pupils visited a Christmas tree farm where they chose the Christmas tree for the school hall.

Pupils are enthusiastic about 'first-hand Fridays'. Pupils have the opportunity to learn new skills such as cooking, sewing and crafting. Pupils have particularly enjoyed learning how to make batter. They have cooked pancakes and Yorkshire puddings. One child said he could not wait to make toad in the hole.

The school provides a range of clubs for all pupils to enjoy. Pupils can attend forest school, football, gymnastics and dance clubs.

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

Leaders at all levels have high expectations for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They are determined to improve outcomes for all.

With the support of the trust, the school has recently reviewed the curriculum to ensure that it is ambitious and builds pupils' knowledge over time. Leaders have identified the key knowledge and vocabulary that pupils need to know and remember. Some subjects are in the early stages of implementation. However, leaders are focused on ensuring that all subjects are fully embedded as quickly as possible.

The school places a high priority on learning to read as quickly as possible. Phonics is taught from the start of Reception. Staff are well trained to deliver the phonics programme. Pupils who need extra help receive the support they need to catch up. Pupils' books match the sounds they can read. This helps them to practise the sounds they know to become confident readers. The school promotes a love of reading through a variety of activities such as holiday reading challenges and daily story time. Pupils recently enjoyed a visit from the story bus.

In some subjects, such as mathematics and early reading, teachers use assessment well to identify and address gaps in pupils' knowledge. However, this is not the case

in all subjects. Leaders recognise that they have not yet developed an effective system for checking what pupils know in the foundation subjects. As a result, leaders and teachers are unable to check if pupils have the necessary knowledge for future learning.

In music, pupils have positive attitudes to learning. They can recall their learning well. They understand key vocabulary such as beat and pitch. They participate enthusiastically in singing assemblies and say that they have become better singers. However, in some subjects, staff's expectations of pupils' learning behaviours and the presentation of pupils' work are not always consistently high. In these subjects, pupils do not always take pride in their work. In some lessons, they become distracted, meaning they do not learn as well as they could.

The carefully planned early years curriculum ensures children get off to a flying start. Clear expectations help children to play together and develop their social skills. Staff establish routines and encourage positive behaviour right from when children first start at the school. Adults interact skilfully with the children, developing their knowledge and vocabulary. Resources in the provision are carefully chosen. This means that children have access to activities that develop their knowledge of all areas of learning, including in early reading and number.

There are effective systems and processes for identifying pupils with SEND. Leaders have thought carefully about the provision for pupils with additional needs. Teachers use a range of strategies to remove barriers to learning for these pupils. This helps these pupils to access the same curriculum as their peers.

In personal, social, health and economic (PSHE) lessons, pupils are taught about different types of friendships and families. Pupils know that it is important to treat others with respect. They learn about equality and know that girls and boys can like the same things. Pupils are taught how to keep themselves safe online. They know that people may not be who they say they are when playing games online.

Staff appreciate and value the support they receive from the school's leaders and the trust. Leaders at all levels are mindful of staff well-being and workload. Staff are dedicated and are proud to be members of the Cockburn Haigh Road community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has recently reviewed its curriculum to ensure that all subjects are well sequenced and progressive. Some subjects are at an early stage of

implementation. They are not embedded well. Leaders should continue to embed the curriculum across all foundation subjects.

- In some subjects, the school has not yet developed systems for checking what pupils know and remember. This means that teachers are unable to check that all pupils have the necessary knowledge for future learning. The school needs to develop effective systems to identify gaps in learning and check that pupils know and remember more.
- In some lessons, pupils become distracted, and they lack concentration. In these sessions pupils do not learn as well as they could. Leaders need to ensure that all staff have high expectations of behaviour at all times.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147271
Local authority	Leeds
Inspection number	10290366
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	Board of trustees
Chair of trust	Peter Nuttall
Headteacher	Jacquie Padgett
Website	https://www.cockburnhaighroad.org/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Cockburn Multi-Academy Trust. It became part of the trust in July 2019.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance.

- Inspectors spoke to senior leaders, including the CEO and a member of the board of trustees.
- Inspectors carried out deep dives in early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also met with leaders and looked at curriculum plans and a sample of pupils' books for history, geography and art and design.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with leaders about provision for pupils with SEND, visited some pupils in lessons and spoke to them about their learning.
- Inspectors observed pupils' behaviour in classrooms, around the school and at lunchtime and playtime. They spoke to pupils about their views of the school, behaviour and safety.
- Inspectors evaluated the responses to Ofsted's online survey, Ofsted Parent View. Inspectors also evaluated the responses that staff made to Ofsted's online survey.

Inspection team

Ruth Beckett, lead inspector

Ofsted Inspector

Chris Baines

Ofsted Inspector

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