



Cookridge Primary School

Inspection Report

Unique Reference Number 107894
LEA Leeds
Inspection number 277861
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mr Roger Gill CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Tinshill Drive
School category	Community		Cookridge
Age range of pupils	5 to 11		Leeds, West Yorkshire LS16 7DH
Gender of pupils	Mixed	Telephone number	0113 2141031
Number on roll	267	Fax number	0113 2301416
Appropriate authority	The governing body	Chair of governors	Mr Peter Gathercole
Date of previous inspection	31 January 2000	Headteacher	Mr S Tomlinson

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school has changed in character since it was last inspected. Attainment on entry to Reception has fallen to below the nationally expected level owing to an enlargement of the area from which pupils are admitted. The majority of pupils are from White British backgrounds, but the number of pupils from minority ethnic heritages and who are learning English as an additional language has risen. The proportion of pupils who enter the school part way through their schooling is high. There has been a large turnover in staff in recent years and difficulties associated with long term absences through ill health. The school is now located in a brand new building, which opened in September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school has survived a period of rapid change and emerged in a reinvigorated state that is reflected in the enthusiasm of staff and pupils for all that takes place. The headteacher and the new leadership team have weathered the storm admirably and, at the same time, put in place some innovative and creative aspects of learning, which have set pupils' imagination alight. The way that the school has been steered in the last four years has been outstanding. This is a good school that has maintained its effectiveness despite the challenges it has faced.

Standards are broadly average at the end of Year 6, which demonstrates the pupils' good achievement, particularly since the oldest pupils' learning has suffered interruptions in the last four years. The school has met its problems head on and tackled the slight downturn in achievement, which resulted from the temporary difficulties. For example, pupils' progress in writing has improved well since the school adopted some effective methods to help them concentrate on their vocabulary and sentence construction more closely. Equally, progress in mathematics is beginning to speed up because reasons for slower progress have been identified and dealt with.

Good teaching has been maintained, in the face of the changes in personnel, through an intense programme of self-review and constructive advice. Some inconsistencies remain, but good achievement has been assured by the rapid progress made by pupils in Years 5 and 6. Through expert leadership and management, gaps in pupils' learning have been exposed and ways sought as to how they might be closed. Children's progress in the Foundation Stage is as good as it ever was, but there are plateaux in learning between Years 1 and 6. These result from some otherwise satisfactory lessons, which lack the drive and ambition found elsewhere in the school. Conversely, there is some excellent teaching. Mutual support and the sharing of successful practice have produced lessons that sparkle with enjoyment and push learning along at a fast rate. The good and sometimes first-rate curriculum plays a strong role in stimulating productive learning and good achievement. Enrichment through art and music is especially effective because it has such a powerful effect on pupils' personal and academic development. Pupils display a level of confidence, coupled with a spiritual joy in singing or talking about their three-dimensional art work, which justifies the enormous efforts that have gone into providing expert tuition in these subjects. Moreover, personal development is generally good because pupils are well cared for and supported through difficult periods. No wonder that they enjoy school greatly, feel safe, contribute willingly and have a healthy outlook on life.

The lack of drive in some lessons is matched by inconsistencies in the way that pupils are involved in targets to help improve their learning. In some classes, notably in Years 2, 5 and 6, pupils are consulted well about their learning, but in others the advice given, across the curriculum, lacks precision and pupils are not as actively involved in what to do next.

What the school should do to improve further

- Improve the consistency of teaching so that all lessons move pupils' learning along fast enough.
- Ensure that all pupils are involved well in thinking about what is good about their work and what needs to be improved.

Achievement and standards

Grade: 2

The attainment on entry to Reception, which is below that expected nationally, is typified by the boys who find socialising hard and who struggle with writing and mathematics. Nevertheless, progress is good in Reception and many children reach the nationally expected level by the end of the year. Thereafter, standards are average and achievement is good by the end of Year 6 despite some periods of flatter progress. Success in writing and mathematics lagged behind other areas for a while, but achievement is better now. Pupils make good progress in information and communication technology (ICT), particularly since the new building allows pupils easy access to a host of up-to-date computers. Achievement in art and music is first-rate because the school makes such effective use of specialist teaching and organises the curriculum to allow learning in depth.

Personal development and well-being

Grade: 2

Pupils like their teachers and enjoy lessons, particularly those that provide an added zest to learning. They relish contributing to school life. For example, the school council takes full responsibility for running the healthy tuck shop. This expresses pupils' willingness to embrace a healthy lifestyle and their interest in business ventures. They are very conscious that eating a balanced diet and taking regular exercise are essential in the pursuit of good health. Attendance is satisfactory: the majority of pupils attend regularly, but a few less so because their parents do not heed the persistent reminders from school. Pupils gain a global perspective because the curriculum is planned well to provide it. For example, links with pupils in a South African primary school give a topical relevance to lessons. A parent summed up the school's excellent ethos, to which pupils respond positively, by saying, 'This school has a family feel to it in which children and adults support each other and every child makes progress'.

Quality of provision

Teaching and learning

Grade: 2

Lessons are well planned and assessment influences strongly what is taught and how pupils are grouped for learning. Teachers and their assistants who work together closely present learning in a lively fashion. Pupils are clear about their goals and

activities bounce along briskly, presenting them with challenges to stretch the intellect and imagination. Mathematics lessons in Year 2, in which pupils grapple successfully with basic calculations, and singing lessons in Reception, in which children tingle with excitement about their achievements, are typical of the range of good learning that exists. Sometimes achievement is hoisted to a higher level when, for example, drama is used imaginatively to deepen understanding. For example, in a Year 3 history lesson, an actor was used to bring the Tudor period alive. Successful lessons present the imaginatively designed curriculum with enthusiasm and pace. Satisfactory teaching lacks the same dynamism; it ensures general progress, but does not stretch the higher attainers well enough. Moreover, in these cases, pupils are not clear enough about what they need to do to improve.

Curriculum and other activities

Grade: 2

Pupils achieve well because they follow a rich and varied curriculum that effectively promotes the key skills of English, mathematics and ICT. It also provides many creative activities, which enhance pupils' personal development. The exciting arts programme is of a very high quality. The creation of occasional groups to tackle common problems ensures that all pupils, including those who find learning difficult or whose English is limited, make good progress. Pupils join in the frequent lunchtime and after school clubs with enthusiasm. They grow in confidence through taking part in many dramatic performances and residential trips. However, not all of the initiatives in place have had time to bed in.

Care, guidance and support

Grade: 2

Pupils are well cared for. Child protection arrangements and health and safety procedures are in place and working. The support given to pupils and their parents when they start school is very helpful. Consequently, pupils begin school with confidence. They leave for secondary school with similar buoyancy. Positive relationships ensure that pupils feel safe and seek help when they need it. The learning mentor has developed strong links with parents and outside agencies; this supports pupils' personal development very well. Most pupils are reminded of their academic targets regularly, which helps them to judge how well they are doing. However, this kind of guidance lacks consistency. For example, the marking of pupils' work is not helpful at pointing out areas for improvement in all classes.

Leadership and management

Grade: 2

Good leadership and management are rooted in a forensic examination of test results and other data about learning to make sure that pupils receive the diet they need. This has been particularly important for the high numbers of pupils joining the school in recent years. It is a prime reason why achievement is good. Governors give good

support and fulfil their responsibilities well. They help the school to know itself well: its judgements about itself are matched exactly by the inspection. The quality of teaching is monitored regularly and teachers receive good advice. Leadership and management make the right things happen, so value for money is good and the school is well placed to improve even further. Ambition for an energetic curriculum, which develops in pupils a breadth of experience, is largely fulfilled. That is why some outstanding teaching sits alongside a small proportion of satisfactory teaching.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when we inspected your school. We thoroughly enjoyed our visit because everyone was so welcoming and friendly. We would like to share with you what we thought.

These are some of the things that we enjoyed.

- We loved your new building and the exciting lessons you have, particularly the ones with drama, music and art in them.
- The way that you all care for each other is great. This helps those who arrive during the school year.
- You feel safe and know a lot about keeping healthy.
- Your headteacher and staff make sure that you enjoy being at school and receive help as soon as it is needed.
- The residential trips, day visits and visitors to the school are super additions to your daily lessons.

We know everyone wants to do even better and we have suggested two things that we think will help.

- Your headteacher and teachers need to make sure that lessons always contain the right ingredients to help you to learn fast enough.
- We would like you all to be fully involved in thinking about how well you have done and what you could do to improve your learning.