

# Cobden Primary School

## Inspection report

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<b>Unique Reference Number</b>	107963
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309551
<b>Inspection dates</b>	18–19 June 2008
<b>Reporting inspector</b>	Gordon Allison

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Wendy Gaunt
<b>Headteacher</b>	Miss Paula Head
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Cobden Road Leeds West Yorkshire LS12 5LA
<b>Telephone number</b>	0113 214 3567
<b>Fax number</b>	0113 210 9967

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average size school serves an area of below average economic circumstances. The proportion of pupils eligible for free school meals is well above average. The number from a minority ethnic heritage is well below average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has Investors in People, Investors in Pupils and Leeds Healthy School status and the Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school. The recently appointed headteacher, ably supported by her newly appointed effective leadership team, is the driving force that has led to improvements in standards and achievement. Her clear sense of purpose, quiet authority and determination to enable all pupils to be as successful as possible, is central to the success of the school. There is now a clear focus on rigorous assessment and on regularly checking pupils' progress. The information gained is used well to set challenging targets, identify any possible underachievement and to celebrate success. School data, which has been carefully monitored by the local authority, show that pupils make good progress. Even so, standards in reading, writing and mathematics are below average by the end of Year 2. It is recognised by the leadership that a few pupils could do better. Currently, overall standards in Year 6 are broadly average and pupils' achievements are good.

Pupils' personal development is good. Children make a fine start in the Nursery and Reception classes, making good progress, especially in their social and personal skills. Most pupils enjoy school and have good attitudes to their work. They respect each other and are invariably polite. Most pupils behave well. They work well in groups and relationships are strong because of the school's good promotion of their personal and social development. Pupils know how to live healthily and to keep safe. They contribute well to the school community through the effective school council. For example, pupils enthusiastically use the play equipment at break that the school council suggested should be purchased. Parents are comfortable working with the school because of the 'open door' policy introduced by the headteacher. Many speak highly of how the school has helped their children develop personally and academically. It is clear that pupils feel safe and well cared for. Attendance is below average with a particularly high proportion of unauthorised absence, despite the school's strenuous efforts to improve the position.

Pupils learn effectively because they are well taught by enthusiastic teachers and support staff. Pupils know their learning objectives, their targets and what they need to do to achieve these, because of the good advice teachers provide. The introduction of booster groups to focus on improving the attainment of pupils who need more individual support has been successful in raising their achievement. Pupils with learning difficulties and/or disabilities make good progress as their specific needs are clearly identified and effective measures put in place to help them. The curriculum is good. There is a wide range of experiences for pupils to enjoy. For example, theme days such as one that was related to Africa enable pupils to increase their excellent understanding of other cultures. The calm and supportive atmosphere in assemblies also helps to promote very well pupils' outstanding spiritual development.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery with skills that are well below those expected for their age. Their language and social skills are particularly weak. Children make good progress because of well planned provision and effective leadership and management. All staff work efficiently as a team to meet the needs of each child in their care. There is, for example, a strong emphasis on providing play to help children develop their social skills. By the end of Reception, many children achieve the nationally expected learning goals in their personal and social development. However, their writing skills and their ability to calculate are relatively weaker. Learning is made enjoyable so that children concentrate well on their chosen activities, listen attentively and are keen to

answer questions. Occasionally, adults miss opportunities to fully promote children's speaking skills or to challenge them fully. Children enjoy using the spacious outdoor area which is used well to provide additional valuable experiences in all areas of children's learning.

### **What the school should do to improve further**

- Raise standards for average and higher-attaining pupils in reading, writing and mathematics in Key Stage 1.
- Improve pupils' attendance and reduce the amount of unauthorised absence.

## **Achievement and standards**

### **Grade: 2**

Most pupils make good progress despite entering the school with standards that are well below . Currently, in Year 2, standards in reading, writing and mathematics are below average. Most of these pupils entered the school with very weak skills in these areas of their learning. The majority make good progress to reach the challenging targets set for them by the school. However, a few average and higher-attaining pupils could achieve even more to attain higher levels in reading, writing and mathematics. By the end of Year 6, standards in English, mathematics and science are broadly average, which again represents good achievement with pupils reaching or exceeding their targets. This considerable improvement from previous years is due to good teaching, the early identification of those pupils needing help and the provision of effective support through booster groups. The school has successfully eliminated some underachievement amongst girls which has resulted in them making good progress. Pupils who learn English as an additional language are also well supported to achieve well.

## **Personal development and well-being**

### **Grade: 2**

Parents understandably have very positive views about the school and what it does for their children. Most pupils behave well in lessons and around the school. They have positive attitudes to learning and work hard. These attributes and their improving academic skills, enable them to move confidently into the next phase of their education. Overall, pupils enjoy school. Nevertheless, the school struggles to meet its attendance targets. This is the reason why this aspect of the school's work is good rather than outstanding as the school judges. Pupils are proud of their Healthy School Award and have an excellent knowledge of how to live a healthy lifestyle. All enjoy the 'better breaks' where staff join in with active games and the 'wake up and shake up' sessions. Pupils' spiritual, moral, social and cultural development is outstanding. They respond eagerly to opportunities to raise funds for the school's two named charities and to take part in community events such as the local flower festival. Pupils gain a very good understanding of other religions. For example, pupils describe and explain clearly how weddings are conducted by different faiths.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers' plan lessons well that concentrate on specific learning objectives. Most tasks are challenging and relate to pupils' needs. As a result, pupils take a keen interest in their work, behave well and understand what they are to learn. The pace of learning is mostly good so

pupils are rarely waiting for things to do. However, on occasions, teachers try to include too much in lessons which limits the depth of pupils' learning, particularly for the most able in Key Stage 1. Teachers' enthusiasm motivates pupils to want to do their best. This is a key factor in promoting pupils' good achievements. Pupils are very willing to volunteer answers knowing that their comments will be respected. The high number of support staff has a positive impact on the good learning that takes place. They are well deployed and effective in supporting individuals and groups. Pupils' work is thoroughly marked and includes clear guidance on what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum meets the needs of pupils. Pupils' experiences are effectively widened through relevant visits to venues such as the Eden Camp and the Bradford Media Museum. The whole-school personal development programme promotes very well pupils' social skills and well-being. The school is recognised as an exemplar in this area of education. The good range of clubs and extra-curricular activities, for example, football coaching and information and communication technology (ICT) are well attended and make a valuable contribution to pupils' learning and personal development. Pupils use ICT well in some lessons as a tool for research and to present their work. However, it is not a consistent strength throughout the school.

## **Care, guidance and support**

### **Grade: 2**

Arrangements for safeguarding pupils are in place, and meet requirements. Pastoral support for pupils is excellent. The learning mentor is a key person in ensuring that high quality support and guidance is available for any pupil experiencing difficulties. The Breakfast Club provides pupils with a good start to the day. There are informative displays which highlight the importance of good attendance, good relationships and how to tackle issues such as bullying. Good opportunities are provided in assemblies for pupils to celebrate success, to reflect and empathise with others. New, effective systems have been introduced to assess and track pupils' progress, which have been instrumental in the recent good improvements in their achievements. The information is used well to set and clarify pupils' individual targets.

## **Leadership and management**

### **Grade: 2**

The very good leadership provided by the headteacher has been instrumental in pupils' good progress and their effective personal development. Her strong leadership has created within the staff a shared determination to improve the school. The headteacher is well supported by a new and effective senior team. Governors know the school well and provide good levels of challenge. The school's performance is regularly checked and reviewed to identify and then act upon new priorities. This enables it to be accurate in its self-evaluation. Progress since the last inspection has been good. For example, standards in ICT have improved. Senior leaders' checks on the quality of teaching are effective. However, the middle managers role in this is less well developed. The very good tracking system provides valuable information about pupils' progress. This is used effectively in regular 'pupil reviews' resulting in appropriate action being taken to check any decline in progress. The school has good capacity for further improvement and provides good value for money.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Cobden Primary School, Leeds, LS12 5LA

The other inspector and I were most grateful for the kindness, cooperation and warm welcome we received when we visited your school recently. We enjoyed talking to you about your work, listening to what you thought about school, looking at the attractive displays and watching you work hard and enjoy your lessons.

You go to a good school. This is what we found to be good about your school.

- Your enthusiastic teachers do all they can to help you with your work.
- The good progress you make as you move through the school.
- The calm and friendly atmosphere in school and how well the staff make you feel safe and happy.
- Your politeness, how you help others and your good behaviour.
- You learn to play safely and know how to keep fit and healthy.
- You take responsibility and make a good contribution to the running of the school.
- You take part enthusiastically in the activities that the school provides outside lesson time.

There are some things that still need to be better and these will happen if all of you help your headteacher and staff. For those of you in Years 1 and 2, I have asked your teachers to help some of you to improve your work in reading, writing and mathematics. You should all try your best all the time. I have also asked the school to improve attendance. Some of you can help by coming to school more regularly so that you do not miss any of the good things that the school provides.