

# Cockernhoe Endowed CofE Primary School

Inspection report

---

<b>Unique Reference Number</b>	117446
<b>Local Authority</b>	Hertfordshire
<b>Inspection number</b>	312617
<b>Inspection date</b>	22 May 2008
<b>Reporting inspector</b>	John Messer

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Edward Newman
<b>Headteacher</b>	Mr Paul Quinton
<b>Date of previous school inspection</b>	13 September 2004
<b>School address</b>	Cockernhoe Green Near Luton Hertfordshire LU2 8PY
<b>Telephone number</b>	01582 732509
<b>Fax number</b>	01582 486202

---

<b>Age group</b>	4-11
<b>Inspection date</b>	22 May 2008
<b>Inspection number</b>	312617

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated provision in the Foundation Stage, pupils' progress in literacy and numeracy, and the quality of teaching and learning. Evidence was gathered from classroom visits and discussions with staff, pupils and a governor, as well as examination of pupils' work and school documents, especially assessment data. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

This school is smaller than most primary schools. The proportion of pupils entitled to free school meals is below average. The proportion with learning difficulties or disabilities is average. Most pupils are from White British backgrounds. A small number of pupils are from minority ethnic backgrounds. Children's attainment on entry to the school is broadly average. The school has received the Activemark award.

## 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 school where pupils achieve well and thoroughly enjoy their learning. This year the school embarked on a fresh phase of its development with the appointment of a new headteacher and new teachers in all the four classes. The headteacher provides good leadership. He is ambitious for the school and is aiming to raise standards further. Staff welcome opportunities to reflect together on how to make pupils' learning even more effective. The headteacher has a clear vision of how he wants the school to develop and gives staff good guidance on improving learning opportunities. Leaders react rapidly to any shortcomings revealed by analysis of data on pupils' performance. Writing, for example, was identified as a weakness in some classes and steps were quickly taken to raise standards. Standards in writing improved rapidly and are now well above average. Management is good. The school functions as a very orderly community and finances are managed well. The governing body gives sound support but their role in monitoring provision is underdeveloped. Governors have worked hard to make arrangements for building a new classroom and to provide Nursery provision. Plans for these improvements are advanced.

A vibrant climate for learning has been established. Pupils' good personal development, including their excellent spiritual, moral, social and cultural development, is a key strength of the school that supports learning well. Pupils love their school and readily sing its praises. They work willingly and are keen to succeed. They say that they like the discipline and that teachers are 'firm but fair'. As a result, pupils' behaviour is outstanding and relationships between staff and pupils are excellent.

Pupils make good progress and attain standards that are well above average. In the national tests for pupils in Year 6 in 2007, results in English, mathematics and science were exceptionally high. Test results tend to fluctuate from year to year because each year group has a very small number of pupils and the characteristics of each group vary widely. The school has a strong tradition in music and pupils achieve high standards. They sing extremely well and many play instruments. Pupils become confident learners and they are prepared well for the next phase of their education.

The curriculum is good and includes many exciting events that enhance learning. For example, a great deal of good quality writing and art work was inspired by a visit from owls. On the day of the inspection, pupils were fascinated to watch butterflies emerging from their chrysalises and gasped in wonder as they were released into the school grounds. Sport features strongly and helps pupils to stay fit. There is a good range of visits and after school clubs. The school has rightly identified curricular development as a top priority. This is because staff have not yet determined how they will make links between subjects to create a fully coherent curriculum around whole school themes or topics that promote in-depth learning as well as the systematic application of skills.

Teaching and learning are good. Teachers plan and prepare lessons thoroughly. They teach pupils new skills methodically in a step-by-step approach. They match tasks to pupils' widely varying stages of development so that all groups, including those who find learning difficult, achieve well. Teaching assistants are particularly good at helping the slower learners. Interactive white boards enhance the clarity of teachers' explanations but they have only recently been installed and are not yet used to their full potential to engage pupils in learning actively.

Teachers impart a great deal of information but sometimes give too little attention to encouraging pupils to become independent learners through finding things out for themselves.

Standards of care are high. Procedures for safeguarding children are fully in place. Pupils receive good advice on how to stay safe and look after themselves. They have a good understanding of how to lead healthy lifestyles. Pupils are very caring and rush to look after any child who falls over in the playground. They are sensitive to the needs of others and support anyone who might be feeling sad or lonely. They wholeheartedly support charitable fundraising events and take a close interest in the two pupils in the Philippines that they sponsor. The school council takes its responsibilities seriously and understands clearly that its role is to help to improve the school. Pupils receive good guidance about how to improve their work and reach the next stage in their learning.

Improvement since the last inspection has been good. Although the issue regarding improving the outdoor learning environment for the youngest children has not been fully resolved, the governing body is now well on the way to completing this. New staff have brought new ideas to the school. All share a commitment to raising standards still further. The impact they have already had and their clear understanding of what needs to be done to improve provision and make learning even more stimulating demonstrate that the school has good capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children receive a warm welcome when they start in the Reception class. They settle in quickly and soon fit in with school routines. Parents are very pleased with the way that their children flourish. One comment was typical: 'Due to the compassionate, experienced and understanding staff our child has blossomed and has thoroughly enjoyed her first year in school.' Teaching is good. There is a strong emphasis on teaching phonics so that children have the tools to help them develop early reading and writing skills. They enjoyed writing about the owls that visited the school. They learn how to count and know the names of three-dimensional shapes. Children's social development is a strong feature. They cooperate well and work together on solving problems. The teaching assistants work closely with the teacher to support children's learning. Children are encouraged to voice their opinions and express their ideas. They are articulate learners and speak confidently about all the things that interest them. Role-play is strongly encouraged and children enjoy playing in the class veterinary surgery. Resources to stimulate children's imaginations are underdeveloped and the school still awaits a purpose built outside learning area.

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

- Make links between subjects in order to give pupils more opportunities to study topics in depth and apply the skills that they learn.
- Provide more opportunities for pupils to think creatively, use their initiative and become independent learners.
- Develop the role of the governing body so that governors monitor provision more systematically.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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	2
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	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	3
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**

23 May 2008

Dear Children

Inspection of Cockernhoe Endowed C of E Primary School, Near Luton, Hertfordshire, LU2 8PY

What a good school! I thoroughly enjoyed my short visit. Thank you for being so welcoming and helpful.

There are many good things about the school. Firstly, you are all so friendly. The school is such a happy place with lots of fun and lots of laughter. I enjoyed that magical moment in the secret garden when the butterflies were released. You are very sensible and your behaviour is excellent. All the grown ups work hard to help you with your learning and want to make absolutely sure that you all do as well as you possibly can. You work hard and enjoy learning new things. You always do your best and so you make good progress in your learning. You are very good at reading, writing, mathematics and science. You like sport and music. Your singing in assembly was lovely and I know that the school choir is great. You know how to stay safe and look after yourselves. You have a good understanding about how to eat a balanced diet and the need to take regular exercise.

Your new headteacher gives good leadership. All the teachers are new too, so the school is starting a new phase in its history. I know that all the staff want to keep all the good things about the school and also want to find ways to make your learning even more interesting. I think that it is a good idea to find ways to link subjects together and to develop exciting whole school projects that really capture your interests. I also think that teachers should encourage you to use your own ideas more in making decisions about how you learn. I know that you want to do your best and I suggest that if you learn to use more initiative and do things for yourselves you could become even better learners. School governors do a lot to help the school but I think that they could become more involved in finding out just how well you are doing and what needs to be done to help you learn even more effectively.

I wish you every success in the future.

John Messer