

# Cotsford Junior School

## Inspection report

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<b>Unique Reference Number</b>	114150
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338305
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Ann Wallis

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Evans
<b>Headteacher</b>	Mr Keith Anderson
<b>Date of previous school inspection</b>	13 September 2006
<b>School address</b>	Third Street Horden Peterlee SR8 4EH
<b>Telephone number</b>	0191 5864660
<b>Fax number</b>	0191 5183923
<b>Email address</b>	p2532.admin@durhamlearning.net

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## Introduction

This inspection was carried out by two additional inspectors. They observed six lessons and saw seven teachers teach. They held meetings with governors, pupils, and staff and spoke with the School improvement Partner. They observed the school's work, and looked at pupils' books, pupils' progress data and other documentation. They analysed 69 questionnaires from parents and carers, 12 questionnaires from staff and 96 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of all groups of pupils and particularly that of boys in writing
- whether care, guidance and support and the use of information and communication technology are strengths of the school
- the pace of work in lessons and how well tasks and activities are matched to the needs of pupils.

## Information about the school

This is a below average sized school. A well above average proportion of pupils is known to be eligible for free school meals. An above average proportion of pupils have special educational needs and/or disabilities. Few pupils are from minority ethnic groups and very few speak English as an additional language. The school has gained Activemark (Gold), Eco School, International and Healthy School awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school which has improved since the last inspection. Pupils' attainment has risen, their progress has accelerated and the quality of teaching and learning has improved. The school is well led by leaders and managers who evaluate its work accurately. They know where its strengths and weaknesses lie and have identified appropriate priorities for further improvement. Consequently, the school has good capacity to improve further.

Cotsford Junior has real strengths in the outstanding care, guidance and support that it provides for pupils. As a result, pupils feel safe, know how to stay healthy and behave well. Pupils who are vulnerable or unhappy, for whatever reason, receive excellent help from staff in school and from a wide range of specialist support agencies.

Pupils are taught well and consequently make good progress in their learning. From below average starting points they achieve well to reach average standards when they leave Year 6. In previous years girls have made faster progress than boys, particularly in writing. However, this gap is now narrowing because the school has been very successful in modifying the curriculum to ensure that the topics taught appeal to boys. The school's excellent use of information and communication technology (ICT) further engages pupils' interest and adds to their enjoyment of learning. It also helps pupils develop good ICT skills which will stand them in good stead in later life. In most lessons, teaching is lively and teachers have good subject knowledge, activities are varied and pupils learn at a good pace. Pupils' work is marked regularly and provides pupils with good feedback on how well they are learning. Teachers are developing the skills to enable them to identify gaps in pupils' learning more precisely, so they can provide exactly the right help for those who need it. Pupils are not yet fully involved in helping to set their own learning targets. The school recognises that this would give them an even clearer idea of how to improve their work.

The school promotes community cohesion well both within the local community and through links overseas. It has yet to fully develop opportunities for pupils to engage with those from other social, cultural and ethnic backgrounds within the United Kingdom.

### What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, by:
  - identifying earlier and more precisely any gaps pupils have in their learning in order to give timely and well targeted support
  - involving pupils more in setting their learning targets so they have a clearer

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idea of how to improve their work.

- Extend the school's promotion of community cohesion by giving pupils more opportunities to engage with those from other social, cultural and ethnic backgrounds within the United Kingdom and evaluating the impact of this work.

## Outcomes for individuals and groups of pupils

**2**

Pupils enjoy learning and achieve well. In lessons, pupils were making good progress and responding well to the good teaching they received. In most lessons pupils are keen to answer questions and work hard. In an English lesson, very exciting use of ICT involved a 'message' from the God, Zeus. This, together with clues and artefacts around the school site, provided excellent stimulus for pupils to make really good progress in writing their own modern myth. Pupils' good progress was evidenced by scrutiny of work in their books, work on display and the school's own tracking data. Pupils' progress data shows that Year 6 are on track to reach their challenging targets this year. Results in tests at the end of Year 6 show an upward trend and have been broadly average for the last three years. All groups of pupils achieve well including those with special educational needs and/or disabilities, who receive very constructive help from teachers and teaching assistants. The school has worked hard and successfully to close the gap between the progress of boys and girls, particularly in writing.

Pupils attend school regularly and behave well. They know the difference between right and wrong and have very clear and sensible ideas about how to stay safe and look after each other. They enjoy taking responsibility. Pupils on the school council spoke knowledgeably about how they were helping to improve the quality of school lunches and encourage others to eat healthily. Pupils' basic skills are developed well and their good ICT skills mean they are well prepared for their future education and employment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is never less than satisfactory and most is good. Lessons are interesting and lively. Pupils are given good opportunities to think for themselves, solve problems and work independently so they enjoy learning and make good progress. This was particularly evident in a stimulating and well structured music lesson, where pupils used a variety of instruments to make the sounds of the rainforest. Pupils' books are marked regularly and some helpful comments made. Teachers are assessing pupils' overall progress well, but have yet to develop fully the systems and skills needed to spot specific gaps in pupils' learning earlier and more precisely. Learning targets are used effectively, but as yet pupils are not fully involved in this process. Consequently, not all pupils have a really clear idea about how to improve their work.

The good curriculum has real strengths in the way in which it is adapted to meet the needs of particular groups of pupils who have difficulties working together and also to reflect the history of the local area. A very wide range of extra- curricular activities, visits and visitors to the school support the curriculum very well and add greatly to pupils' enjoyment of learning. Pupils talked enthusiastically about many diverse activities, such as trips to France and London, cookery and patchwork clubs, making films, playing different sports and taking part in drama. Pupils' basic skills of numeracy and literacy are developed well and their understanding and use of ICT is very good.

Care, guidance and support are outstanding. All pupils, including the most vulnerable, are very appreciative of the excellent help and guidance they receive from staff who know them very well. Some spoke particularly warmly of the support they receive from the counselling service 'Place2B' which had helped them overcome personal difficulties and allowed them to achieve well. Transition arrangements are good and ensure that pupils move smoothly from one school to the next. Excellent links with outside agencies ensure vulnerable pupils receive the very best help available.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>

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<b>The effectiveness of care, guidance and support</b>	<b>1</b>
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## How effective are leadership and management?

Leaders, managers and the governing body have a very clear vision for further school improvement. They communicate this well to pupils, staff, parents and carers. Consequently, expectations are high and the outcomes for pupils are improving. Governors know the school very well and show determination in supporting it in tackling weaknesses and bringing about improvements. Building pupils' self-esteem is a school priority and the talents of all pupils and staff are highly valued. Hence equal opportunities are promoted well and morale is high. Discrimination of any kind is not tolerated. Safeguarding procedures are robust. Staff are well trained and knowledgeable about all aspects of child protection and risk assessment. Community cohesion is good. The school has a good understanding of the local community and promotes cohesion well. It also develops the pupils' understanding of communities overseas well and has received an International Award for this work. The promotion of community cohesion through closer links with those from other social, cultural and ethnic backgrounds within the United Kingdom and evaluating the impact of this work are areas the school is now keen to develop further.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The very large majority of parents and carers are supportive of the school and pleased

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with the education provided for their children. They are particularly appreciative of the care, guidance and support their children receive. Inspectors entirely agree with these views. A very few parents and carers felt the school did not manage challenging behaviour effectively. Inspectors found behaviour to be good and well managed both in classrooms and around the school.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cotsford Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	55	30	43	1	1	0	0
The school keeps my child safe	49	71	18	26	1	1	0	0
The school informs me about my child's progress	39	57	30	43	0	0	0	0
My child is making enough progress at this school	32	46	36	52	1	1	0	0
The teaching is good at this school	41	59	27	39	1	1	0	0
The school helps me to support my child's learning	36	52	32	46	1	1	0	0
The school helps my child to have a healthy lifestyle	36	52	29	42	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	48	36	52	0	0	0	0
The school meets my child's particular needs	35	51	32	46	1	1	0	0
The school deals effectively with unacceptable behaviour	42	61	24	35	2	3	1	1
The school takes account of my suggestions and concerns	30	43	38	55	1	1	0	0
The school is led and managed effectively	44	64	25	36	0	0	0	0
Overall, I am happy with my child's experience at this school	41	59	27	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 June 2010

Dear Pupils

Inspection of Cotsford Junior School, Peterlee, SR8 4EH

Thank you for making us so welcome when we inspected your school last week. We give a particular thank you to those of you who took time to talk with us and tell us all about the good things happening at your school. Please thank your parents and carers for filling in our questionnaire.

These are some of the main findings in our report:

- yours is a good school where you enjoy learning, make good progress and achieve well
- the teaching you receive, the curriculum you follow and the way your school is led and managed are all good
- you behave well, attend school regularly and know how to stay safe and healthy
- the care, guidance and support you receive are outstanding.

This is what we have asked your school to do to help it to improve:

- help you make even better progress, by:
- identifying any gaps in your learning and giving you extra help when you need it
- involving you more in setting your own learning targets so you have a clearer idea of how to improve your work.
- develop your understanding of communities within the United Kingdom which are different to your own.

You can help your school to become even better by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely,

Mrs Ann Wallis

Lead Inspector

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