

Cobblers Lane Primary School

Cobblers Lane, Pontefract, West Yorkshire WF8 2HN

Inspection dates

22–23 November 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- School leaders, including governors, have not done enough to ensure that all pupils achieve well. Improvement since the previous inspection has been ineffective in raising overall standards.
- The monitoring of teaching and learning is weak. Expectations of pupils and staff are not high enough. Pupils overall underachieve.
- Boys are underachieving throughout the school, particularly in reading and writing. The curriculum fails to engage boys effectively. Their achievement in all key stages is below that of boys nationally.
- At key stage 2 in 2016, too few middle-ability pupils reached the expected standard in reading and mathematics. The most able pupils are not challenged sufficiently to achieve all that they could.
- School leaders and governors do not check on the school's performance rigorously enough. They do not measure the impact of their actions well enough to secure better outcomes.
- Assessment systems are not entirely accurate or reliable to inform planning so that all pupils are challenged. Too few exceed expectations.
- The most able children in the early years, particularly boys, are not challenged enough.
- Those subject leaders relatively new to their roles have not had sufficient impact on making improvements to support pupils' good or better progress.
- Pupils do not apply their basic literacy skills of spelling, grammar and punctuation accurately enough in writing in English and other subjects.
- The teaching of reading, particularly to develop pupils' comprehension skills, is poor. Less confident and proficient readers find reading difficult and so do not enjoy it.
- Pupils do not receive the guidance they need to improve their work. Errors go unchecked and so the same mistakes continue to prevail.
- Pupils' attendance is well below the national average and is not improving quickly enough.
- There is no real sense of urgency to make the improvements required to ensure that Year 6 pupils are adequately prepared for secondary school.

The school has the following strengths

- Pupils' personal development is promoted well. Pupils have a good grasp of British values.
- The teaching of art is of high quality. Pupils' art work is celebrated well throughout the school.
- Safeguarding arrangements are effective. Pupils feel safe and well cared for at school. They are happy and form good relationships.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - school leaders systematically and rigorously evaluate the impact of actions to improve pupils' learning and raise outcomes for boys and the most able throughout the school
 - leaders evaluate the quality of teaching and learning, including teachers' planning, more rigorously, so that teaching is effective in meeting the needs of all pupils
 - teachers assess pupils' achievements more accurately and use the information from these assessments to plan learning
 - teachers provide pupils with the level of guidance they need to improve their work
 - subject leaders take the action necessary to improve teachers' and pupils' performance in their areas of responsibility and senior leaders hold them to account for securing better outcomes for all pupils
 - leaders evaluate the school's performance accurately and act urgently to reduce differences in pupils' learning from weak teaching over time, particularly at key stage 2
 - governors check that the information they receive from senior leaders explains accurately how different groups of pupils are achieving
 - governors have higher expectations of all staff and hold senior leaders to account more rigorously for pupils' outcomes in all subjects but particularly in reading
 - the curriculum is further developed to engage and excite boys more effectively.
- Improve the quality of teaching, learning and assessment in order to raise standards and ensure that all groups of pupils make at least good progress, by:
 - raising expectations of what pupils can do and the progress they can make
 - increasing teachers' skills in asking probing questions that deepen pupils' knowledge and understanding so that they apply themselves more confidently when facing new learning
 - planning more effectively to engage and hold boys' attention and enthusiasm for learning
 - checking that pupils apply their basic skills of spelling, grammar, punctuation and handwriting accurately in all their work and correct any careless errors
 - improving the teaching of reading throughout the school, particularly pupils' comprehension skills, and promote pupils' enjoyment of reading.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

The school may not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- While senior leaders and governors have a fair understanding of the school's strengths and weaknesses, their general overview of its performance is too generous. This is because they do not evaluate effectively enough the impact of the actions they take to make improvements or question closely the information on pupils' achievements to make more accurate judgements. They have not driven school improvement urgently enough to secure good outcomes for all pupils. Current leadership does not have the capacity to move the school forward more rapidly.
- Senior leaders do not monitor teaching and learning effectively. They place insufficient focus on the impact of teaching on pupils' learning and progress. While senior leaders are aware that boys are underachieving, little is in place to remedy this urgently. Differences in pupils' learning over time, as a result of weak teaching, are not being addressed well enough to secure better outcomes this year. The school's view that teaching is good is erroneous. Pupils generally are not being challenged enough.
- Leaders do not ensure that all teachers comply with the school's assessment policy. In particular, they do not ensure that teachers provide clear enough guidance to pupils to help them to improve their work.
- Subject leaders do not play an effective role in supporting school improvement. Some are relatively new to their roles and so have not had sufficient time to identify and tackle weaknesses in teaching in their areas of responsibility. The teaching of reading is particularly poor and this impacts adversely on pupils' progress in other subjects.
- Staff have regular opportunities to develop their knowledge and skills through training and coaching, but the impact is not evident in pupils' outcomes. The impact of any training is not evaluated in terms of how it is helping to raise pupils' performance.
- School improvement plans identify the right priorities to move the school forward but the implementation of these plans has been slow to take effect. In part, this is because leaders have not evaluated how well actions are bringing about improvement. The school has not made sufficient progress in addressing the areas for improvement identified in its last inspection. Overall, weaknesses in pupils' outcomes and in leadership remain.
- The pupil premium funding is not used well enough to benefit all the pupils it is intended for. Disadvantaged boys are underachieving along with other boys; their learning is not supported well. The progress of the lower- and middle-ability attaining disadvantaged pupils is inadequate. The most able disadvantaged pupils make no better than expected progress. Overall, these pupils lag behind non-disadvantaged pupils nationally. The pastoral support for pupils, including the disadvantaged, is good.
- Funding for special educational needs is used to provide extra support for pupils in school and through partnership with external agencies. As a result, pupils who have special educational needs and/or disabilities are fully included in classroom life. The impact of the support that pupils receive on their learning is variable depending on the quality of provision and planning and how well pupils engage in their learning.
- The school's primary schools sport funding is used to extend provision and develop

staff expertise in this subject. Pupils, including boys, enjoy physical education and competitive events with other schools but opportunities for participation are limited.

- The curriculum is not entirely balanced. Art is a strength and outcomes are of high quality. Reading is not promoted well and the development of basic skills in literacy and numeracy are not embedded across different subjects to ensure accurate application of these skills when pupils tackle tasks across different subjects. While girls engage well with their learning, the curriculum content does not hold boys' interest and attention sufficiently. Boys engage well in science, where they perform as well as the girls because they enjoy practical investigations. Girls outperform boys, but the most able pupils are not challenged to work at greater depth and achieve more.
- The focus on promoting pupils' personal development, including their spiritual, moral, social and cultural development, is strong, as is developing pupils' understanding of British values. Pupils know to show tolerance to others and to respect diverse faiths and cultures. In this respect, pupils are prepared well for the wider world. Work on the impact of the first world war on people's everyday lives and their study of world faiths show pupils' enthusiasm for learning when subjects hold their interest and attention.
- Senior leaders fail to promote equality of opportunity because not all pupils are given the chance to reach their full potential. This is because there are too many differences in teaching and learning both within year groups and across the school. Weaknesses are not identified or dealt with quickly enough to secure good outcomes for all pupils.
- The local authority has supported the school by engaging in reviews of outcomes for pupils, monitoring teaching and learning and providing training to staff and governors. However, it has not challenged leaders sufficiently to drive improvements urgently so that pupils' underperformance is rectified.
- The school's partnership with the academy trust that it is due to join in 2017 is growing but any impact of the support through this collaboration is too early to assess.

Governance of the school

- Governors are very committed to the school and its pupils and provide support to staff, pupils and parents. However, they do not have an accurate view of the school's performance. This is because they are not provided with the level of information they need to challenge leaders regarding the school's efforts to raise outcomes for pupils and to hold leaders to account where there are shortfalls.
- Governors were aware that outcomes in 2015 were too low but were surprised that the outcomes in 2016 were not as strong as anticipated. The low achievement in reading was unexpected and pupils in Year 2 fell well short of expectations in all subjects.
- Governors receive information regarding teachers' performance but targets set for teachers are not demanding enough to secure higher outcomes for pupils. Governors carry out their duty to monitor the performance of the headteacher but with unreliable information, monitoring has been ineffective. Leadership overall is weak at all levels.

Safeguarding

- The arrangements for safeguarding are effective. Pupils feel safe at school and know how to stay safe. Staff are suitably trained to take their duty of care to keep pupils safe as high priority. Staff and governors have had the training they need to help them

know how to prevent pupils from being exposed to extremism, ensure that pupils are aware of the potential dangers posed by social media sites, the internet and cyber bullying, and how to report any incidents. The school's caring ethos is high priority.

- The school checks thoroughly that staff are suitably vetted to work with children. Governors ensure that required guidelines to keep pupils safe are reviewed and updated regularly. Staff and governors have good relationships with other professional agencies and know how to make referrals where concerns arise about the safety and welfare of pupils, particularly those that are most vulnerable. Any absences of vulnerable pupils, for example, are followed up promptly.
- The school is quick to support children and their families when problems arise and parents value this level of care and guidance. Pupils trust their teachers to help them.

Quality of teaching, learning and assessment

Inadequate

- Teachers' expectations of what pupils can achieve are not high enough. There has been too little good teaching over time to accelerate learning. Pupils in mixed-age classes do not always cover the same work as their peers in single-age classes. These factors lead to progress that is not good. Boys underachieve because teachers' expectations of them are too low. The most able pupils are not challenged enough to achieve more.
- Pupils' needs are not met effectively because the assessment information that senior leaders gather is not entirely reliable or used sufficiently well to inform planning. Pupils' current workbooks indicate that too much teaching is pitched too low or too high. All ability groups often have the same tasks to complete before some move on to more challenging work. Less-able pupils lose confidence because they are unable to complete work they do not understand, especially when not supported sufficiently.
- Teachers devise objectives for pupils' learning but do not provide clear guidance as to what they expect from different ability groups or how pupils will know they have succeeded. Many pupils lack confidence in their previous learning and doubt their ability and so rely heavily on reassurances and support from the adults that work with them. This invariably slows progress and, when not supported, errors in pupils' work prevail. When these errors go unchecked, for example in spelling, grammar and punctuation, weaknesses persist.
- In some lessons, teachers helpfully encourage pupils to think about their learning and explain their work. This helps pupils to develop better understanding. Examples were seen of teachers using questioning skilfully to deepen pupils' knowledge and understanding but this practice is not consistent in all classes. Some pupils, particularly lower-attaining boys, do not retain new learning well and so gaps emerge as they progress through the school and learning slows. Lapses in these pupils' behaviour do occur but are generally managed well.
- The teaching of mathematics has improved with more opportunities for pupils to conduct investigations and increase their mental agility in number through timed tests which they love. They are less confident in interpreting information to solve problems and sometimes make careless errors when they take short cuts to solve problems that require several steps to solve.

- Stronger phonics teaching is helping pupils tackle unfamiliar words more confidently. Early reading is promoted well. This good start does not translate into a love of reading as pupils progress through the school because they do not read regularly enough to develop proficiency. Those who grasp basic reading skills quickly become fluent readers technically but do not understand their reading well enough to talk about characters and plots or predict what might happen next. Many fail to use punctuation in texts to read with greater expression and accuracy. Poor vocabulary limits enjoyment of reading. A number of pupils said that they do not like reading because it is hard and boring.
- Pupils enjoy writing and have many good opportunities to express their thoughts and ideas in other subjects. However, due to low reading skills and weaknesses in spelling, grammar and punctuation, pupils' writing is limited in its overall quality. They do not learn sufficiently from their reading as to how to make their writing more accurate and exciting. Pupils learn about features such as similes and metaphors but rarely use these techniques unless directly asked.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school environment is orderly and friendly. Attractive and high-quality displays of pupils' art work show pupils how much their efforts are valued. Most pupils enjoy school and want to be there. They are kind to others, especially those who have social, emotional and physical needs. Older pupils are particularly mature in the way they take on responsibilities to help around the school, especially at lunchtimes.
- Pupils say they feel safe at school. They know their teachers will listen and help them if they are worried or upset. They say bullying, name-calling, derogatory remarks and racist comments do occasionally occur but are dealt with promptly. Records relating to such incidents are not always detailed enough to explain how they were addressed and how to prevent these occurring again.
- Pupils understand how to keep themselves safe in school and beyond. They explain that some internet sites are blocked at school so that, 'you do not look at things that are dangerous and go into "chat rooms" where bad people might try to befriend you'.
- The school is very vigilant in supporting pupils who are disadvantaged or have specific needs, including mental health issues. A strong caring ethos permeates the curriculum, setting positive guidelines as to how pupils should relate to others and show respect.

Behaviour

- The behaviour of pupils requires improvement. Some pupils do not take sufficient pride in their work by ensuring, for example, that handwriting is their best, they have checked for careless errors or used rulers to plot bar graphs. Even when reminded, a few, particularly boys, ignore the guidance they receive so do not improve. These less than positive attitudes slow their learning.
- A few pupils, again mainly boys, disengage in lessons, do not apply themselves well

during question and answer sessions and then are unsure about what they have to do. This usually happens when teaching fails to hold their interest.

- Pupils generally conduct themselves well around school and in lessons. Those who find it difficult to manage their emotions and behaviour respond well to support.
- Despite the school's best efforts, including in targeting higher attendance among the disadvantaged pupils, overall attendance rates for the last academic year were well below average. Attendance so far this term appears to be better but persistent absences among a few, especially disadvantaged pupils, remain higher than average.
- Generally, pupils are well mannered, and eager to share ideas and opinions. Most work together well and help each other if they can. Those who lack confidence in their learning persevere even when they do not fully understand their work.

Outcomes for pupils

Inadequate

- Outcomes are inadequate because of persistent low attainment at the end of key stage 2, weak progress by boys in reading at key stage 2 and weak progress by boys in writing at key stage 1.
- Standards have been too low for too long. Pupils at the end of Year 2 are not prepared well for key stage 2 and Year 6 pupils are not prepared well for secondary school. Leaders have not had enough impact over time in improving the pupils' outcomes since the school was first judged to require improvement.
- The performance of boys was significantly lower than that of boys nationally in reading at the end of Year 6 in 2016. As a result, the proportion of pupils that reached the expected standard in reading was low.
- At the end of key stage 1, pupils' overall attainment was below the national figures for reading and mathematics and well below in writing. Against their broadly average starting points at the end of the early years, pupils at the end of Year 2 did not make the progress they should have. Too few pupils who achieved a good level of development at the end of the early years met, or exceeded, the expected standard in reading, writing and mathematics at the end of key stage 1. Boys' progress in writing was weak.
- In 2015, the school failed to meet the government's floor standards, for the end of key stage 2, in reading, writing and mathematics. The overall progress at key stage 2 in 2016 was closer to the national average but was not good enough to improve outcomes in reading. Girls outperform boys and are working at the levels expected for girls nationally. However, the most able pupils throughout the school are not challenged to work at greater depth to achieve more in reading, writing and mathematics.
- Standards in reading are significantly lower than expected for pupils' ages. The teaching of reading is too weak to raise pupils' outcomes, particularly at the higher levels. Pupils' narrow range of vocabulary, their poor grasp of how to make sense of their reading by using contextual cues and punctuation accurately, and their overall lack of confidence in their own ability, leaves them well short of attaining higher standards, particularly among the most able.

- Standards in writing at the end of Year 6 were close to those expected for pupils of this age. Few exceeded these expectations due to pupils' basic errors in punctuation, spelling and grammar. These skills are not embedded well, even for pupils currently in Year 6, and few pupils can draw on what they read to extend the quality of their writing further.
- Standards in mathematics are beginning to rise as pupils undertake more practical investigations, which the boys particularly engage with more readily. Working against the clock for timed tests is increasing pupils' confidence in their mental calculations and increasing their enjoyment of mathematics generally. Pupils said that, 'singing along to popular music makes learning tables fun and more effective' – particularly for those who find mathematics difficult.
- While initially children settle to work in the Nursery class well and make a good start, underachievement begins to become evident, particularly among boys, by the end of the early years. This underachievement continues as boys progress through the school. The school is not doing enough to tackle underachievement.
- The performance of boys in science is on a par with that of the girls. This is largely due to the fact that boys engage better when they are motivated to learn and can see the purpose of their learning more clearly.
- Outcomes for disadvantaged pupils are lower than others nationally from similar starting points. As with boys generally, disadvantaged boys underachieve too. The most able disadvantaged pupils make expected progress. The school does not do enough to check that these pupils benefit from the funding allocated to the school to support pupils' needs.
- While pupils are beginning to make better progress this year as a result of some improvements in teaching, in-school data and work in pupils' books shows that pupils' progress remains uneven across classes and year groups. Too many pupils fail to achieve all that they could.

Early years provision

Requires improvement

- While leadership of the early years is more effective than the overall leadership of the school, it still requires improvement. Staff work together well to plan learning and introduce children to a wide and varied curriculum. However, assessments are not always entirely accurate. Where teachers' expectations are not high enough, children do not make as much progress as they should. Also, the outside area for the early years has been restricted in its use because repairs have not been actioned urgently. Children do go outside regularly but some play equipment, that is highly inviting, is out of bounds.
- Children begin in the Nursery class with skills and abilities that range from below those typical for their age to those in line with typical expectations. Some enter with weaker skills in communication, language, literacy and numeracy and sometimes their personal and emotional development.
- Children settle quickly and make a good start to their learning in the Nursery class where they engage well and are keen to achieve. Staff know the needs of the children well because induction arrangements effectively identify where children need specific

help with their learning and personal development. By the time children enter the Reception class, most are at the levels expected for their age in most areas of learning.

- Children enjoy school; however, the most able children are not challenged sufficiently. Teachers' expectations are not high enough. Some children are close to attaining a good level of development (GLD) already at this stage of their Reception Year. The target set for the end of this year, at 50% GLD, is therefore too low. Children are capable of more. This 50% represents a decline from past years where children have been close to the national average.
- Children enjoy the activities on offer and delight in their learning – playing happily. They enjoy working directly with staff in small groups where learning is matched more accurately to their needs. When choosing for themselves, they try everything, safe in the knowledge that staff will help them, for example with writing tasks or phonics or their number skills. Many count accurately to beyond 10. Children recognise letters and the sounds they make, and blend sounds to make words. One child was able to read a sentence of 12 words without hesitation. A love of reading is promoted well.
- Children are encouraged to take turns and share, and do so safely and sensibly because expectations of good behaviour are high. Children know to wash their hands before eating, because, 'germs might make you poorly' and why fruit is healthy for you and what constitutes 'junk food'.
- Disadvantaged children and those who have special educational needs and/or disabilities receive support to help them achieve. At times, however, some children fall behind their classmates. This is because additional provision, especially in literacy and numeracy, is not always organised promptly enough to ensure rapid enough progress, particularly for boys.
- All the safeguarding and welfare arrangements in the early years are fully met. Care arrangements are effective and staff make sure they relay any worries or concerns to parents promptly to keep them fully informed. Links with parents are strong and staff advise parents as to how they can support their children's learning at home.

School details

Unique reference number	134278
Local authority	Wakefield
Inspection number	10019749

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

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Acting Chair	Elizabeth Coultous
Headteacher	Karen Briggs
Telephone number	01977 722630
Website	www.cobblerslane.co.uk
Email address	office@cobblerslane.co.uk
Date of previous inspection	10–11 September 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a larger than average-sized primary school.
- The school has provision for early years that starts from when children are aged three. Children attend part time in the Nursery class from after their third birthday and full time in the Reception class.
- Almost all pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- The proportion of pupils who are disadvantaged and are supported with pupil premium funding is above the national average.

- The school has close partnerships with other schools in the local area including those in the Waterton Academy Trust that the school is joining in 2017.
- In 2015, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school operates a breakfast club for pupils.
- A number of staff are new to the school since the previous inspection.

Information about this inspection

- The inspectors observed teaching throughout the school; some observations were carried out jointly with the deputy headteacher. In addition, inspectors scrutinised pupils' workbooks and listened to pupils read.
- Meetings were held with pupils, four governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also met with a representative from the Waterton Academy Trust. In addition, inspectors had conversations with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation.
- Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding were also taken into consideration.
- Inspectors considered the 11 responses to the online questionnaire (Parent View), and feedback from the few parents who expressed their views via text messages to Ofsted. Inspectors also listened to the views of parents who spoke to them at school and took account of the responses from parents who responded to the school's own survey of parents' views.
- The inspectors took account of the 18 responses to Ofsted's staff questionnaire and talked to staff during the inspection about their views of the school.
- There were no responses submitted via the online Ofsted pupil survey.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Sue Birch	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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