

Alderman Cogan's C of E Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 118053 |
| Local Authority | Kingston-upon-Hull |
| Inspection number | 312796 |
| Inspection dates | 10–11 April 2008 |
| Reporting inspector | Carole Cressey |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 394 |
| Appropriate authority | The governing body |
| Chair | Mr Steve Pickering |
| Headteacher | Mrs Jeanette Sutherland |
| Date of previous school inspection | 1 October 2004 |
| School address | Whitworth Street Hull HU9 3HJ |
| Telephone number | 01482 376203 |
| Fax number | 01482 783654 |

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|--------------------------|------------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is a large school situated in an area where there are pockets of significant social and economic deprivation. The proportion of pupils eligible for free school meals is well above average as is the proportion with learning difficulties and/or disabilities. Most children come from White British backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. It has good features which are bringing about a recovery in standards and a reduction in underachievement.

The good leadership of the headteacher ensures that everyone connected to the school works as a team to create a strong Christian ethos where the care, well-being, enjoyment and achievement of every pupil are central to its work. The newly appointed senior leadership team are highly professional and are ensuring that the curriculum is exciting, vibrant and meets the needs of the changing community. The school has a mostly accurate view of its strengths and weaknesses which has allowed it to take effective action to improve standards. The success of these actions also shows that the school has good potential to make further improvements. Parents have well placed confidence in the leadership and management of the school. They greatly value the fact that the school nurtures their children, especially those with learning difficulties and/or disabilities, to become confident learners and happier individuals.

Children enter the school with skills that are well below the levels typical for their ages. They make good progress in Reception but around half of children starting Year 1 have still not reached the standards expected for their age. Over time Key Stage 1 standards have been consistently broadly average, representing good progress from pupils' low starting points. At Year 6 standards in recent years have also been broadly average in recent years but in 2007 they fell back to significantly below average. Swift action by the school is tackling this issue. Weaknesses that existed in teaching have largely been removed. Consequently, the achievement of pupils currently in Year 6 has recovered from last year and is now satisfactory. Better teaching, a stimulating curriculum and high levels of care, support and guidance are enabling Key Stage 2 pupils to close the gaps in their learning. In particular, recent successful action to improve teaching is enabling Key Stage 2 pupils to close the gaps in their learning. The school confidently predicts that results in the national tests this year will be at least similar to the national average.

Pupils' personal development is good. Lessons are well ordered with relaxed relationships and high expectations of behaviour and attitudes. As a result, pupils enjoy school and their behaviour both in and out of class is good. Pupils show a very good understanding of how to stay healthy, keep themselves and others safe and become responsible, caring members of their school and community. Although pupils have some understanding about other religions and cultures they are not sufficiently well prepared for the diversity of life in British society.

Assessment systems are being used effectively to track pupils' progress so that additional support or challenge can be provided. Classroom displays provide a wide range of prompts and ideas to enable pupils to be successful learners. There is evidence of some very good marking of pupils' work. However, this is not consistent and some of them are unclear how to improve their work or how well they are progressing towards their personal targets.

Effectiveness of the Foundation Stage

Grade: 2

The effectiveness and management of the Foundation Stage are good. Children start school with skills which are well below those typical for their age, particularly in literacy and personal development. Once launched into the exciting world of school, the children thrive and absorb all the reception class has to offer. By the time children move into Year 1 about half achieve the expected goals for their age with some exceeding them.

Well planned activities and tasks to promote the basic skills of speaking, listening, reading, writing and number are taught especially well in an imaginative and fun way. As a result the children are eager to learn to read, write and count and their work shows that they make good progress. Considerable emphasis is placed on helping children to learn to be kind and sociable individuals who can share, wait their turn and understand how their actions affect others. The school is aware that the provision for outdoor play is underdeveloped. As a result there are some missed opportunities to extend children's learning further.

What the school should do to improve further

- Improve the consistency of marking so that pupils know how to improve their work and how well they are doing towards their personal targets.
- Ensure that pupils have a secure understanding of the richness and diversity of British society.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory overall because pupils in Year 6 have some gaps in their learning. When children start in Year 1 a significant number are not yet reaching the expected goals for their ages. They make good progress in Key Stage 1 and most pupils in Year 2 are reaching the expected level in reading, writing and mathematics. This is similar to the national teacher assessments in 2007.

At Key Stage 2, standards at Year 6 have varied slightly in recent years but have been typically average overall. In 2007, however, they dipped and pupils' progress was not acceptable. Standards in English, mathematics and science fell to significantly below average. Actions by the school are improving progress across the school. Good teaching is making significant inroads into the gaps in learning that exist amongst some pupils, particularly at Year 6. Although there is some remaining underachievement in Year 6, current standards are much improved on last year. Most pupils are reaching the expected levels in English, mathematics and science and over a third are reaching the higher levels. Pupils with learning disabilities and/or difficulties are making good progress towards their targets and this is due to the very good care the pupils receive.

Personal development and well-being

Grade: 2

Personal development and well-being are good. The spiritual, moral and social aspects of their development are good. Cultural development is only satisfactory as pupils have too few opportunities to learn about the diversity of British society. Pupils are well behaved, say they enjoy school; most are punctual and attendance is good. Pupils are learning to make a real contribution to the life of their school and the local and world community. They are eager to take on responsibilities, such as 'Playground Buddies', helping others to feel safe and happy. Bullying is rare but both parents and pupils agree that it is dealt with effectively when it occurs. The school council is very proud of its part in helping to improve the playground. They are keen fundraisers for local and national charities and enjoy partaking in local concerts and displays. Pupils are developing self-esteem and confidence because their efforts and achievements are

valued and rewarded such as, for example, through 'Terrific Tickets' and 'Rewards for Learning'. Pupils have a good understanding of healthy lifestyles and enjoy the many opportunities for sport that the school provides.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning were observed during the inspection. In the recent past, there were weaknesses in teaching which contributed to the dip in standards and achievement at Year 6. Improvements to teaching has increased progress but some older pupils still have gaps in their learning. Pupils are now learning at a good rate in lessons across the school which is raising achievement. Relationships are warm and all staff have effective ways to manage behaviour and promote good attitudes to learning. As a result pupils are well behaved and eager learners. Classrooms are well ordered and interesting places to learn. Good quality displays provide a wide range of prompts and ideas to support and encourage pupils. Agreed school strategies such as the 'learning wall' and 'punctuation pyramid' are consistently and effectively used in all classrooms giving pupils greater confidence to learn. Teachers are establishing a very strong work ethos where every pupil is expected to do their best and most pupils are now rising to this challenge. Information and communication technology is an effective teaching and learning tool. It makes important but potentially repetitive things such as the learning of multiplication tables much more exciting.

The rigorous assessments of pupils' attainment and progress are effective in tracking progress and identifying where they need extra support or challenge. Marking and class targets are used exceptionally well in some lessons to identify for pupils their next steps in learning but their use is not consistently effective across the school. In the classes where they are not used well, some pupils' progress is held back.

Curriculum and other activities

Grade: 2

The curriculum is good. Music and art are strong features and all pupils in Key Stage 2 are now learning French. Recently, there has been a strong drive to improve provision for literacy, numeracy and science and this is beginning to impact positively on the pupils' progress. The school recognises that links for learning between subjects are currently underdeveloped. Leaders are working successfully to establish opportunities for pupils to use their literacy and numeracy skills in other subjects. Pupils appreciate the wide range of extra-curricular activities that enrich and extend the curriculum. These contribute well to pupils' personal development, community involvement and enjoyment of learning.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Procedures for safeguarding pupils' welfare and ensuring health and safety fully meet statutory requirements. The school provides a very warm and caring environment where each individual's self confidence is nurtured exceptionally well. Staff work very closely with outside agencies to give strong support to vulnerable pupils and those with learning difficulties and/or disabilities. Support staff are well informed about the precise needs of these pupils which ensures that they make good progress. Many parents

commented on particular ways that the school had helped their children through difficult times and of how much it meant to them that their children were happy and secure in school. The school's use of assessment data is having a positive impact on accelerating pupils' progress and eliminating underachievement. However, not all pupils are clear about how well they are progressing towards their personal targets or what they should do to improve their work further.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. However, the headteacher's good leadership and enthusiasm are galvanising everyone to eradicate underachievement and help pupils reach their potential. Lessons have been rigorously monitored and this has resulted in a marked improvement in the teaching in all classes. Of most significance has been the introduction of a good assessment system, which regularly identifies pupils' attainment levels and tracks their progress. The newly appointed senior leadership team are working with the headteacher to ensure that these systems are used to accurately identify the school's priorities for development. Leaders at all levels have rightly focused on raising standards and achievement so that the school is well on course to reach its challenging targets. Governors are becoming more effective and challenging as they become better informed about the school's strengths and weaknesses. This is an improving school that gives satisfactory value for money. The school has tackled successfully the issues from the last inspection. The effectiveness of recent actions to remove underachievement shows it has a good capacity to improve further.

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.

Annex A

Inspection judgements

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| 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

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|--|---|
| How well do learners achieve? | 3 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| 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 | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 2 |
| The attendance of learners | 2 |
| 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 | 3 |

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 |

¹ 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 3 |
| 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 | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| 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

14 April 2008

Dear Pupils

Inspection of Alderman Cogan's C of E Primary School, Kingston-upon-Hull, HU9 3HJ

Thank you so much for being so friendly and welcoming when we visited your school a short while ago.

We were so pleased to see how very well behaved you are, how much you enjoy school and how regularly you attend. You are becoming very responsible caring children. You look after each other being playground buddies and school councillors and you collect such a lot of money for charities. Well done!

You also know a lot about other countries and their ways of life and we have asked that you are taught more about people in Britain who have traditions and religions that are different from yours.

You all seem to know the importance of eating healthy foods and taking part in lots of exercise. Keep eating sensibly and continue to exercise because it is so important to staying healthy and fit.

You go to a satisfactory school. In order to make your school even better, you need more help to know how well you are doing and what you need to do to improve your work further. So listen carefully and pay attention when your teachers talk to you or write comments in your books. We could see by the work in your books and displays around the school that most of you are reaching or are close to reaching the standards expected from you in reading, writing, mathematics and science. With a little bit more help from your teachers you will do even better.

Your headteacher and teachers make lessons fun and help you learn such a lot. We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lead inspector