

# Alderman Cogan's CE Primary School

Whitworth Street, Hull, HU9 3HJ

## Inspection dates

12–13 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The quality of teaching and pupils' progress have improved and are now good over time.
- Achievement is good. Pupils of all abilities make good progress in reading, writing and mathematics from their low starting points, including disabled pupils, those with special educational needs and those known to be eligible for pupil premium funding.
- Attainment is improving and is now in line with the national average.
- Pupils enjoy school and are proud of their achievements. Behaviour is good and attitudes to learning are positive. Pupils say they feel safe.
- The curriculum provides a wealth of exciting opportunities that broaden pupils' experiences.
- The headteacher and all staff are ambitious for the school to do well. Good teamwork is ensuring that improvements are being driven through. Staff are proud to be part of the school.
- Attendance has been above average for the last three years.
- Governors use their skills well to support and challenge the leadership team in order to achieve their ambitions for the school to be a good school.

### It is not yet an outstanding school because

- Not enough pupils reach the higher levels of attainment in mathematics because tasks are not always hard enough.
- Marking and the targets that teachers set for pupils are not used consistently to help pupils make the best progress possible.
- Occasionally, some teachers do not give pupils enough time to develop their own learning.
- Subject leaders do not yet have a thorough understanding of achievement data and how this can be used in rigorous monitoring of teaching and learning.

## Information about this inspection

- The inspectors observed 26 lessons, of which three were joint observations with the headteacher. Every class was observed at least once.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and three other governors, several staff members, including senior and subject leaders. There was a telephone conversation with a representative of the local authority who was a serving headteacher.
- Inspectors took into account the 36 questionnaires completed by members of school staff.
- Inspectors observed the school's work and looked at documents, including the school's own data of pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding and minutes of various meetings.
- The inspectors took account of the 17 responses from the on-line questionnaire (Parent View) and the views of some parents as they brought their children to school.

## Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Jenny Firth

Additional Inspector

David Matthews

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action and school action plus is average, and a below average proportion have a statement of special educational needs.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Raise the quality of teaching to outstanding throughout the school in order to further accelerate pupils' attainment and progress by:
  - ensuring that pupils have more time to develop their own learning and independence
  - consistently challenging the most able learners in mathematics to achieve their very best through matching activities exactly to their needs
  - ensuring that teachers always provide support in their marking of pupils' work so that pupils are clear about their next steps in the learning.
- Strengthen the good leadership and management by
  - ensuring that the English, mathematics and special educational needs leaders are able to undertake a more rigorous programme of monitoring of teaching and learning through a thorough understanding of the school's data on pupils' progress and achievement.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills and knowledge that are generally below, and often well below, those expected for their age. They get off to a good start in the Early Years Foundation Stage and they make good progress. Staff provide good opportunities for children to find out things for themselves in the indoor and outdoor learning areas.
- In 2012, the Key Stage 2 national tests indicated that pupils' standards had fallen significantly when compared to previous years and results were below those of pupils nationally. The leadership team took strong actions to raise standards and these have been successful. The 2013 results indicate positive gains in attainment. In the national tests, the proportion of pupils reaching the expected Level 4 in reading, writing and mathematics was close to that found nationally. The school's tracking systems, supported by inspection evidence from lesson observations, discussions with pupils and analyses of their written work, indicate that the current Year 6 attainment is set to continue to rise further in English and mathematics.
- Reading is a priority in the school. Pupils express their enjoyment for reading and pupils in Year 6 are confident, fluent readers. The implementation for learning letters and sounds supports pupils' reading, writing and spelling. In 2013, the proportion of pupils attaining the expected level in English was broadly in line with national expectations.
- Results of the 2013 national tests in mathematics at the end of Year 6, showed the number of pupils attaining Level 4 was broadly average. From generally below average starting points pupils make good progress. The number of pupils achieving the higher levels in mathematics was below average because teachers set work that is not always challenging enough.
- Those pupils supported by school action, school action plus or with a statement of special educational needs make similar progress to others as they move through the school. The school's strong values ensure that there is no discrimination and that pupils have equal opportunities in all they do.
- Pupils supported through the pupil premium funding make good progress throughout the school. Their attainment is improving in reading and writing in line with other pupils in the school. The attainment gap in English is closing sharply. For example, pupils known to be eligible for free school meals currently in Year 6 are making better progress in writing than their classmates. The attainment gap in reading has been narrowed to less than half a term. In 2013, those who were known to be eligible for free school meals reached average attainment in mathematics and there was no gap in attainment between them and all pupils within the school.

### The quality of teaching is good

- Good relationships and the way teachers use praise to encourage and motivate pupils are strong feature in all lessons. Pupils respond well and work hard for their teachers.
- Where teaching is good or better, teaching is enthusiastic and captures pupils' interest. Lessons move at a fast pace so that pupils learn quickly, especially in English. In one outstanding English lesson in Year 6, for example, pupils were able to quickly skim read text for key words. All the class were totally involved. This important skill prepares them well for the next stage in their education.
- Work in pupils' books shows that marking is regular and helpful comments are given by teachers to help pupils to improve their work. However this is not always the case. Sometimes marking does not give clearly the next steps in learning and targets are not used to improve pupils' progress.
- Teachers' good subject knowledge means that they can link topic work to many different subjects. For example, pupils say that they like the way their teachers link their work on the Vikings and Egyptians to art, music, history and geography. They say that it gives them good

opportunities to write about different subjects. This makes a significant contribution to developing pupils' literacy skills.

- In a minority of lessons, pupils sometimes have to wait too long before starting on their independent learning.
- Children get a good start in the Early Years Foundation Stage because of the good teaching they receive. Teachers plan stimulating activities which allow the children to make good progress. For example, in the Reception class both inside and outside, children were given exciting opportunities to build large structures which they clearly enjoyed, and learned how to share and work well with their friends. The activities are planned well to use both the indoor and outdoor learning areas. As a result, children gain in confidence. The newly established nursery provision is developing well so that very young children can experience exciting learning in a safe environment.
- Teaching promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are given frequent opportunities to work together in lessons and they do so enthusiastically. In one Year 2 mathematics lesson, for example, pupils worked together well and encouraged each other to think like mathematicians. They helped each other calculate large numbers using a 10 times table and made swift progress.
- Careful planning ensures that pupils who are disabled or with special educational needs are taught well. Teaching assistants provide sensitive and skilled support when needed. They ask probing questions and encourage pupils to work as independently as possible.

### **The behaviour and safety of pupils** is good

- The school's strong Christian ethos plays a major role in supporting good behaviour across the school. Behaviour in lessons is good and sometimes outstanding. Around the school, pupils are polite, eager to talk to visitors and they are proud of their work and school.
- The vast majority of pupils have positive attitudes to learning. They are eager to do well. They are motivated, concentrate and persevere in completing the work set for them and enjoy what they do.
- Pupils have a strong sense of right and wrong. The school's behaviour management system is clear and applied consistently by all adults. Pupils fully understand the rules and routines and say they are fair. They carry out any responsibilities sensibly, such as office helpers and register monitors.
- Pupils show high levels of respect for the staff. They say that staff value them and listen to their views. They know they can trust all the adults to sort out any problems quickly. One Year 6 pupil said that when he was having problems that required a teacher's support, 'I was proud of the way the teacher dealt with the situation.'
- Pupils are clear about what constitutes bullying, including cyber bullying, and know what to do should it ever occur. Pupils are very clear that bullying is rare, and, on the rare occasion it happens, teachers deal with it quickly and effectively. The school's behaviour records show bullying is rare.
- Pupils come into school willingly and happily. Attendance has been above the national average for the last three years. Pupils say that they are safe because their teachers are always there to help them if they have any worries or concerns.
- Pupils, parents and staff are very positive about behaviour in the school.

### **The leadership and management** is good

- The strong leadership of the headteacher provides a clear direction for the school. She and the governing body have developed a strong sense of purpose among all the staff, which is resulting

in pupils' improved attainment in reading, writing and mathematics.

- The school conducts frequent assessments of its performance and formulates well-focused plans for the school's future development. The plans are used as an important tool to ensure that pupils are given good opportunities for learning. Performance managements systems are strong and decisions about pay rates are based on the quality of teaching.
- The headteacher has an accurate view of how well the school is doing and where she wants the school to be. This has resulted in achievement levels rising in 2013. Consequently, the school meets the needs of the vast majority of its pupils who have a chance to succeed without any discrimination, whatever their ability or individual needs.
- The headteacher provides a strong focus on developing good or better teaching. The programme of checks on teaching and learning has led to sustained improvement and pupils continue to achieve at least the national standards expected by the end of Year 6. The staff are unanimous that senior leaders do all they can to improve the quality of teaching.
- Subject leaders are at different stages in developing their subjects. Some are new to post. However, subject leaders are not yet fully accountable for pupils' attainment and progress because they are not yet routinely involved with interpreting performance data or observing lessons.
- The curriculum enthuses pupils and a broad range of activities stimulates learning. An example of this is the Year 6 visit to East Barnby during the autumn term. Pupils spoke enthusiastically about rock climbing and canoeing. The spending of the new Primary School Sport funding has increased sporting activities, which are starting to impact on pupils' confidence and well-being.
- The school meets safeguarding requirements.
- The local authority has a good relationship with the school and provides light-touch support.
- Parents hold the school in good regard as shown on Parent View and discussions with pupils and parents.
- **The governance of the school:**
  - Members of the governing body are very committed to the school and ensure that pupils are safe and enjoy their learning. Governors hold the school, and its senior leaders, in high regard. As a result, the headteacher and the governing body work effectively together to drive improvement. Governors are regular visitors to the school. During the inspection, the local vicar who is also a governor, gave a lively assembly to the younger pupils on helping others. He knew many of the pupils by their name. Governors are fully aware of the strengths and weaknesses of the school and work closely with the senior leaders to build on the strengths and bring about improvements. The increased attainment of pupils known to be eligible for free school meals is evidence of this. With the good information they receive from the headteacher the governing body is able to provide challenge and ask probing questions. Governors are fully involved in the performance management of staff and ensure that staff meet their targets before being eligible for movement on the pay scale.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118053
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	429623

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	436
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Knott
<b>Headteacher</b>	Jeanette Sutherland
<b>Date of previous school inspection</b>	9 June 2011
<b>Telephone number</b>	01482 376203
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