

Cockernhoe Endowed CofE Primary School

Address: Cockernhoe Green, Luton, Bedfordshire, LU2 8PY

Unique reference number (URN): 117446

Inspection report: 3 March 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

Children get off to a positive start in the early years. The curriculum and daily activities help children to learn routines quickly. This supports their confidence and independence. The curriculum is carefully designed to help children to build secure foundations across the areas of learning. Staff observe children closely and interact with them purposefully. Leaders use this understanding to shape the experiences that children need and to plan activities that reflect children's stages of learning.

Staff develop children's thinking through well-planned discussion and questioning. They introduce and model mathematical language as they support children to explain their ideas and understand mathematical concepts. Children apply their mathematical learning through purposeful experiences. For example, baking activities help children to practise counting, recognise numbers and understand measures. Children apply their literacy skills through meaningful activities. Writing tasks include composing and posting letters. These opportunities help children to practise early writing for a clear purpose.

Children develop confidence in early reading and writing. Staff check children's phonics knowledge routinely and ensure that teaching matches children's needs. Children practise reading regularly and develop secure fluency and confidence. They transfer and apply these skills in their writing. Many children form letters correctly and write simple sentences with confidence. Children are well prepared for Year 1.

Personal development and wellbeing

Strong standard ●

The school's values are embedded and reflected in the way pupils treat one another with kindness, respect and consideration. Leaders have designed a broad and inclusive personal development programme. It is carefully sequenced, from the early years through to Year 6.

Pupils learn how to stay safe online and in the community. They develop an age-appropriate understanding of relationships, personal boundaries and risk. This helps pupils to develop confidence and self-awareness. They also learn about fairness, respect and understanding difference. This includes learning about different beliefs, cultures and backgrounds. These experiences help to prepare pupils for life in modern Britain.

Pupils learn about fundamental British values, such as democracy, in meaningful ways. They contribute positively to school life through opportunities such as the school council. This enables pupils to share views, represent others and understand that their voices matter. Children in the early years learn to recognise and manage emotions and develop self-control. This builds step by step through the school. By Year 6, pupils explore identity, healthy relationships, mental health and resilience. Leaders ensure that disadvantaged pupils and those with special educational needs and/or disabilities are supported to participate fully.

Visitors to the school enrich pupils' experiences and help them learn about the wider world. For example, engineering workshops introduce pupils to different careers and encourage them to think about future possibilities. Pupils also benefit from wider opportunities, including

clubs, musical activities and events. Educational visits, outdoor learning and residential experiences help pupils to develop independence and teamwork skills.

Pupils take on additional responsibilities through leading elements of religious services, such as Easter and Christmas celebrations. Members of the school council help to organise charitable events that support the local community. Through these experiences, pupils learn about helping others and taking responsibility. This helps pupils to understand how they can contribute positively to society.

Expected standard

Achievement

Expected standard 

Pupils develop the knowledge and skills that are set out in the curriculum. From the early years onwards, they build a secure understanding of the foundations of learning, including phonics, handwriting and number facts. Across the wider curriculum, pupils can recall aspects of previous learning. This helps them build knowledge over time. In some subjects, pupils use subject-specific vocabulary confidently and explain their learning clearly. However, sometimes pupils are not supported to learn in as much depth as they could. Where this happens, pupils do not achieve as well as they might, particularly those who could potentially achieve at the higher standards.

Published outcomes are broadly in line with national averages overall, although mathematics outcomes in key stage 2 national tests have been weaker than in reading and writing over time. Leaders recognise this and have taken action to improve the teaching of mathematics.

Attendance and behaviour

Expected standard 

Pupils attend well. Rates of attendance are above the national averages. Rates of persistent absence are low. Leaders monitor attendance closely and take prompt action where concerns arise. They work with families to address barriers to attendance and provide appropriate support where needed. Leaders pay careful attention to the attendance of disadvantaged pupils and those with special educational needs and/or disabilities. They maintain regular contact with families and provide additional support if attendance begins to decline. Strategies such as breakfast provision and pastoral care also support some pupils to attend more regularly.

Behaviour across the school is calm and orderly. At the start of the day and after breaktimes, pupils settle quickly into learning. Classrooms are purposeful environments where pupils focus on their work. Low-level disruption and incidents of bullying are uncommon. Leaders promote clear expectations through the school's values and a relationship-centred approach to behaviour. Staff model respectful relationships and apply the school's expectations consistently. Incidents are recorded and monitored so that leaders can identify patterns and respond appropriately. Where pupils require additional support, leaders put in place targeted strategies so that pupils can manage their behaviour and continue to access learning.

Curriculum and teaching

Expected standard 

Leaders have designed the curriculum so that pupils learn content in a logical order. They have an accurate understanding of the quality of the curriculum and teaching across the school.

Leaders prioritise the important building blocks of learning in reading, writing and mathematics. Pupils with gaps in their knowledge in these areas are supported to catch up. Teachers typically follow the school's agreed approach to teaching. For example, they model learning and use practical resources to support pupils' understanding. However, in some subjects, there are some inconsistencies in the ways teachers check how well pupils are learning. As a result, occasionally, teaching does not build on what pupils already know.

Teachers' secure subject knowledge is used to help pupils learn well. However, in some subjects, including mathematics, opportunities for pupils to explain their reasoning are limited. This restricts how well pupils apply their knowledge through problem-solving. At times, teaching does not extend pupils' thinking, particularly for those who could achieve more highly. As a result, some pupils do not deepen their understanding as well as they might.

Teachers adapt learning so that pupils with special educational needs and/or disabilities (SEND) can access the curriculum. For example, strategies such as visual prompts, adapted resources and targeted support help pupils with SEND to participate successfully.

Inclusion

Expected standard 

Leaders have established an inclusive culture in which pupils are known well and supported appropriately. They recognise when pupils may face barriers to learning at an early stage, including pupils with special educational needs and/or disabilities (SEND) and pupils who are disadvantaged. Leaders also ensure that any pupils who join the school during the year receive the help that they need to settle quickly and access learning.

Leaders take effective actions to prioritise and improve the provision for pupils with SEND. Staff receive specific training and guidance so that they have the knowledge and skills needed to support pupils with a wide range of needs. This enables pupils to access the full curriculum.

Clear systems help staff to assess pupils' needs, plan appropriate support and review the impact of their actions. Leaders monitor provision for individual pupils carefully. They refine the ways in which they support pupils so they make progress over time. Staff are deployed thoughtfully to help pupils access learning and achieve their individual objectives. Pupils who need it receive targeted support, and practical adaptations. These help to address gaps in pupils' learning and to ensure they can participate successfully in lessons.

Leaders monitor the impact of additional funding on disadvantaged pupils, such as the pupil premium. It is used effectively, for example to support pupils' reading, wider opportunities and regular attendance.

Leaders place pupils' best interests at the centre of their decisions. Leaders prioritise aspects of school development appropriately. For example, their focus on refining the curriculum, improving provision for pupils with special educational needs and/or disabilities (SEND) and developing governance oversight is enhancing provision in these areas.

Governors are established in their roles and have a clear oversight of the school's work. For example, they align their monitoring with leaders' priorities, including the curriculum and provision for pupils with SEND. Through focused monitoring activities, governors gather pertinent information about the school's work. Governors provide school leaders with appropriate challenge and support to ensure that leaders are addressing priorities effectively. They hold leaders fully to account for their actions.

Parents and carers and members of the wider community contribute to school life through events, volunteering and wider activities. These relationships strengthen pupils' sense of belonging.

Staff work in a supportive culture where leaders are approachable and provide guidance and opportunities for professional learning. These actions provide a secure foundation for continued improvement. Staff value the support they receive from leaders in relation to their wellbeing and workload.

What it's like to be a pupil at this school

Pupils are proud to belong to this welcoming school community. Pupils' positive relationships with staff and their peers help them to feel valued, supported and ready to learn. Children in the early years get the precise support that they need early on. As pupils move through the school, they gain confidence and independence. This prepares them well for the next stage of their education.

Pupils behave well in lessons and around the school. Classrooms are calm and purposeful. Most pupils settle quickly to their learning and focus on their work. At breaktimes and lunchtimes, pupils play happily together and enjoy a wide range of activities. Older pupils support younger pupils and help to organise play. These opportunities help pupils to develop a sense of responsibility.

Pupils say that they feel safe. They say that staff listen to them and help when they have any worries. Pupils learn how to keep themselves safe in school and when they are online. Incidents of bullying are rare. Pupils are confident that staff deal with concerns quickly.

Pupils talk positively about their education and enjoy explaining what they have learned across the curriculum. Many pupils share their ideas confidently and talk about their learning with interest. Pupils who face barriers to their learning, and those with special educational needs and/or disabilities, receive the right support that helps them to learn alongside their classmates. Many pupils take part in clubs and music activities. They speak with enthusiasm about performing and learning new skills. Through the school's values, pupils are taught the importance of belonging, fairness and respect. They explain that everyone is welcome and

they recognise that families can take many forms. Pupils also show an awareness of wider issues, speaking about wanting a kinder and fairer world. Through this, they develop into thoughtful and responsible members of the school community.

Next steps

- Leaders should ensure that teachers check pupils' understanding consistently across subjects, particularly in mathematics, and use this to adapt teaching to help pupils develop their thinking and reasoning more deeply.
 - Leaders should ensure that teaching consistently supports pupils who are capable of achieving the higher standard to deepen their knowledge across subjects.
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About this inspection

The chair of the board of governors in this school is James Worrall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, senior leaders, teachers and support staff. They also spoke with governors, including the chair of governors, the school improvement partner and representatives of the diocese and the local authority.

The inspectors confirmed the following information about the school:

This school is registered as having a Christian religious character. It is in the Diocese of St Albans. The most recent section 48 inspection of this school took place in January 2026.

The school does not currently make use of any alternative provision.

The school runs its own breakfast and after-school club.

Headteacher: Simon Philby

Lead inspector:

Cindy Impey, Ofsted Inspector

Team inspector:

Rachel Kirk, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 3 March 2026

School and pupil context

Total pupils

79

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

120

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.46%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

0.00%

Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

34.18%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	S	61%	S
2022/23 (final)	60%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	74%	Close to average
2024/25 (revised)	78%	75%	Close to average
2023/24 (final)	S	74%	S
2022/23 (final)	73%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	S	72%	S
2022/23 (final)	73%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	73%	Below
2024/25 (revised)	67%	74%	Below
2023/24 (final)	S	73%	S
2022/23 (final)	60%	73%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24		46%	
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24		62%	
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24		58%	
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24		59%	
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24		67%	
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24		80%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24		78%	
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24		79%	
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been

mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.4%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.0%	13.3%	Below
2023/24 (3 term)	6.0%	14.6%	Below
2022/23 (3 term)	13.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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