

# Cottingham Church of England School

## Inspection report

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<b>Unique Reference Number</b>	121965
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359132
<b>Inspection dates</b>	14–15 October 2010
<b>Reporting inspector</b>	Georgina Beasley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Desmond
<b>Headteacher</b>	Emma Tayler
<b>Date of previous school inspection</b>	12 February 2008
<b>School address</b>	Berryfield Road Market Harborough LE16 8XB
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 12 lessons and 6 teachers were seen. They held meetings with parents, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at policies, assessment information, pupils' work and monitoring reports. Inspectors received and analysed 54 questionnaires from parents and carers, 69 from pupils and 12 from staff.

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

- how much progress pupils' make in writing, mathematics and science
- how well teachers' use assessment to provide effective interventions for groups and individuals needing extra support, and challenge for more-able pupils
- the extent to which pupils know how well they are doing in school and what they need to do to improve
- the quality of subject leadership in tackling weaknesses in pupils' achievement and in bringing about improvements.

## Information about the school

Nearly all pupils who attend this small village school are from White British backgrounds. A very small number are from other minority ethnic backgrounds. Very few speak English as an additional language. The small number of children from a Traveller background have recently joined the school. Very few pupils are known to be eligible for free school meals. Fewer pupils have special educational needs and/or disabilities than in comparable schools although the number in each of the small year groups varies. Children start in the Reception class in the September following their fourth birthday. The school has Healthy Schools' status. A breakfast club, which is not managed by the school, runs each morning.

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

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

## Inspection judgements

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

**4**

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

**4**

## Main findings

In accordance with section 13(3) 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.

Weaknesses reported in the previous inspection have not been tackled successfully and the leadership of learning at subject level and in the Early Years Foundation Stage is inadequate. Attainment is below average and achievement and learning are inadequate. Pupils do not make enough progress in many lessons because of inadequacies in the quality of teaching and the curriculum. Assessment information is not used sufficiently well to identify precise learning objectives and to plan tasks that meet individual learning needs. More-able pupils in particular are not given enough challenge to enable them to reach the higher levels of which they are capable. Pupils report that, while teachers give them regular feedback about their learning, comments are not specific enough for them to know precisely how well they are doing or what they need to do to improve. Pupils' personal development is satisfactory. Intensive support from the local authority has started to improve the quality of teaching and learning, most notably in Year 6, but improvements are still fragile. For these reasons, the school does not have the necessary capacity to improve.

In the very short time since her appointment, the headteacher has gathered additional evidence to give an accurate and up-to-date evaluation of the school's strengths and the significant weaknesses in teaching, the curriculum and in leadership. She has instigated a more rigorous tracking system to monitor pupils' learning and progress and has identified precisely and correctly what to improve, when and how. A detailed monthly monitoring programme measures the effectiveness of recent actions, but too little time has elapsed since its introduction for changes to have made sufficient improvement to pupils' achievement, learning and progress. While many parents recognise there are substantial weaknesses, there is a growing confidence. Many parents are encouraged by better communication from the school and the drive for improvement. One parent has noticed 'a level of calm' while another 'is excited about the future of the school'.

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

- Raise attainment in writing, mathematics and science across the school by ensuring teachers use assessment information to plan learning that matches pupils' different abilities, especially in providing challenge for more-able pupils.
- Raise the quality of teaching to at least satisfactory by ensuring teachers:

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- identify precise learning objectives and success criteria and share these with pupils so that they and their parents know clearly how well they are doing and how to improve
- adjust teaching methods and curriculum activities so that they systematically build pupils' learning and skills.
- Strengthen the effectiveness of subject leadership and the Early Years Foundation Stage so that rigorous checks of pupils' achievement and progress, lead to actions that result in improvements to teaching and the curriculum.

**Outcomes for individuals and groups of pupils****4**

Given the pupils' starting points, achievement is inadequate. Attainment at the end of Year 6 has declined from broadly average to below average in writing, mathematics and science. Attainment in reading is average. Pupils read regularly in small groups, when learning in other subjects and most practise their reading at home. Learning and progress in too many lessons are slow. In lessons that were observed during the inspection, tasks given to groups in Years 1 and 2 classes did not always follow on from the whole-class introduction. As a result, pupils practised a different skill to the one taught and so did not consolidate their learning. They did not have a clear understanding of what they were learning and why, because the learning intention was not shared. In all year groups, more-able pupils usually complete the same task as everyone else before moving onto the extension activity. As a result, very few pupils reach the higher levels of which they are capable. The very small number of pupils with special educational needs and/or disabilities and those who are learning English as an additional language make satisfactory progress because of the targeted support they receive in lessons.

Nearly all pupils say they enjoy school and feel safe. Pupils value the encouragement to eat healthily and to lead active lives. Playtimes are active, social occasions and involvement in sporting clubs is good. Most pupils behave well, but some do not take enough care of playtime equipment and a few show a lack of responsibility when kicking a football. Older pupils enjoy acting as play leaders and running the school tuck shop. The school council enables pupils to contribute their views about the school's work. Pupils' spiritual, moral and social development is good. They have a satisfactory awareness of different cultures. Pupils take part in numerous church and village events. Their positive attitudes are reflected in their good attendance and punctuality. However, key literacy, numeracy and information and communication technology skills are not developed sufficiently well to prepare them for their next stage in life.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Whilst there have been recent improvements, inspectors observed significant weaknesses in the quality of teaching. Learning expectations are not high enough, and pupils repeat learning in too many lessons. Learning objectives do not always identify precisely what teachers want pupils to learn and so pupils are not clear about what they are learning and why. When teaching responds to pupils' individual needs, learning is good. For example, in a mathematics lesson in Year 6, more-able pupils found the task of interpreting information presented as percentages on a circle graph challenging, while the rest of the class recorded and interpreted information on a bar graph. When they work in pairs and groups, such as in a history research activity, learning is satisfactory because pupils are able to share and extend ideas. However, in too many lessons pupils complete the same task in the same way.

The varied range of visits, visitors and extra-curricular activities enrich learning and successfully promote pupils' personal development and enjoyment. However, there is little opportunity for pupils to develop their literacy, numeracy and information and communication technology skills in a planned and structured way through cross-curricular work. Pupils in Years 1 and 2 spend too much time on activities that they have chosen themselves and that are not always relevant to their learning needs as identified by assessments.

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The school's induction arrangements ensure all new pupils receive a warm welcome from staff and pupils. As a result, the small group of Travellers who have recently started have already made new friends. Positive relationships with parents help the youngest children to settle quickly. Satisfactory transition arrangements ensure Year 6 pupils move confidently to their next school. Support and guidance for pupils with special educational needs and/or disabilities are satisfactory.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher, supported fully by the deputy headteacher and the governing body, has introduced immediate strategies for improving teaching and the skills of subject leaders. There are early indications of success. There is a renewed drive for improvement and everyone is on board. Staff recognise that, while they want to improve their leadership, many do not have the necessary skills and experience. Expectations for pupils' achievement are higher and, staff are more involved in self-evaluation. Subject leaders know that more-able pupils are underachieving because opportunities to access a suitable curriculum and more challenging learning are not provided. A detailed plan of action and monitoring schedule are in place, but these initiatives are too recent to have had a significant impact on practice. There is evidence of recent improvement in the leadership of special educational needs. The governing body continues to support the school. Now that governors have the necessary information they have started to challenge the school to account for the pattern of declining attainment and ask why pupils have not reached their targets. The governing body has been instrumental in bringing about changes in the focus of the school's leadership. Discussions focus on pupils' progress throughout the school and not just on attainment at the end of each Key Stage. All safeguarding and other statutory requirements are met.

Pupils' contributions to the local community are strongly promoted through positive partnerships with local sporting clubs and the church. The school contributes regularly to village events, for example, by hosting the village youth club. The school has an informed understanding of its context and implements effective plans to promote the active engagement with communities beyond the immediate locality. The school promotes its diversity well and the few pupils from Traveller backgrounds are fully involved in school and village events. Parents and the school welcome the new parents' forum because views can be gathered regularly and suggestions for improvement responded to.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Leadership and management of the Early Years Foundation Stage are inadequate. Assessment information from when the children first start school has not been available, until this year, to enable the school to measure progress. Discussions with staff and assessment information gathered this year indicate that most children start school with knowledge and skills typical for their age. Some children start with knowledge and skills higher than this. Last year fewer than half the children reach the expected levels in communication, language and literacy. Just over half did so in aspects of problem solving, reasoning and number, and in creative development. This is below national benchmarks. Given their starting points children's progress is inadequate.

Personal development is satisfactory. Children settle quickly due to positive relationships and the secure and caring environment. They feel safe and are encouraged to think about healthy lifestyles. They learn quickly the importance of caring for their classroom environment, and their behaviour is good.

Teaching is inadequate. Adults do not use assessment information sufficiently well to plan learning that meets the needs of different abilities within the class. The children are taught too frequently as one group and so some children find the task too easy while for others the work is too difficult. The adequate outdoor area is not used effectively to support learning. Children choose from a range of activities put out for them, but these activities are not necessarily offered as a result of analysis of assessment information. The children are not involved enough in planning what and where they will learn and so do not develop good learning habits and a clear view of how well they are doing.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

The majority of parents and carers said that their children are safe at school and that the school helps them to lead healthy lives. Inspection evidence supports these views. A recent survey and the new parents' forum give parents and carers the opportunity to express their views. It is too soon for the school to have taken full account of these when planning improvements. Pupils' good attendance and involvement in clubs and extra-curricular activities support parents' and carers' views that their children enjoy school. Parents and carers feel that the headteacher has made a promising start to implementing improvements. Inspection findings demonstrate however that there has been too little time to see the full impact of the changes on pupils' progress.

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

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

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	72	13	24	2	4	0	0
The school keeps my child safe	31	57	22	41	0	0	0	0
My school informs me about my child's progress	11	20	31	57	6	11	3	6
My child is making enough progress at this school	15	28	32	59	4	7	1	2
The teaching is good at this school	19	35	28	52	1	2	1	2
The school helps me to support my child's learning	8	15	36	67	6	11	1	2
The school helps my child to have a healthy lifestyle	16	30	33	61	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	20	35	65	5	9	0	0
The school meets my child's particular needs	16	30	30	56	6	11	1	2
The school deals effectively with unacceptable behaviour	13	24	33	61	5	9	1	2
The school takes account of my suggestions and concerns	18	33	30	56	1	2	1	2
The school is led and managed effectively	22	41	22	41	2	4	1	2
Overall, I am happy with my child's experience at this school	32	59	16	30	2	4	1	2

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

## Common terminology used by inspectors

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

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



18 October 2010

Dear Pupils

**Inspection of Cottingham Church of England School, Market Harborough, LE16 8XB**

Thank you for making us feel so welcome when we visited your school recently. Thank you especially to those of you who told us so much about your school.

We have judged that your school requires 'special measures' because you are not making the progress of which you are capable. Teaching is not helping you to learn as well as you should. Inspectors will visit your school regularly until it has improved. Even so, there are some things that your school does well. You feel safe in school because the adults care about you. You know the importance of leading healthy lives. Many of you make a good contribution to the school by acting as play leaders, managing the tuck shop, helping out in the classrooms and around the school, and getting involved in a range of clubs and extra-curricular activities. You get along well together because the school promotes a strong community spirit.

We have asked the governors and staff to improve the following three things:

- ensure teachers use assessment information to plan learning that helps you all achieve the best that you can in writing, mathematics and science
- improve teaching by:
  - providing you with information that helps you know how well you are doing and how to improve
  - making sure that the teachers plan lessons that they meet your learning needs and interests
  - ensure that checks are made on how well you are learning and that this information is used to help all teachers provide better lessons and offer a curriculum which meets your needs and interests well.

You can all help by listening carefully in lessons, and if necessary asking your teachers to explain clearly what you are learning and why; by checking and improving your work; and by always doing the best that you can.

Yours sincerely

Georgina Beasley

Lead inspector

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