

Cottingley Village Primary School

Cottingley Moor Road, Cottingley, Bingley, West Yorkshire, BD16 1SY

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils make good progress during their time in school.
- All groups of pupils achieve well, including disabled pupils and those with special educational needs, and pupils who speak English as an additional language.
- Teaching is good. Pupils enjoy learning. They mix and work well together.
- Teachers use questions skilfully to make pupils think carefully about what they are learning.
- Pupils behave well in lessons, at break and as they move around school. They take notice of what adults say and are polite and friendly.
- Pupils say they feel safe in school and parents agree.
- The headteacher, senior staff and governing body lead the school well and have brought about many improvements in all areas of the school's work since the last inspection.
- Staff, including teaching assistants, work well together as a team. They are enthusiastic and work hard to make their classrooms and lessons as interesting as possible.

It is not yet an outstanding school because

- Teaching is not outstanding. Lessons sometimes get off to a slow start because introductions are too long.
- Not enough pupils reach the highest levels because tasks in lessons are not always hard enough.
- Teaching assistants do a good job in supporting pupils in intervention groups. However, in some lessons they are not as involved as they could be, particularly at the start and end of lessons.
- Attendance is still not high enough, although it has improved. It is now broadly average.

Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, two of which were joint observations with the headteacher or deputy headteacher. Teachers' planning and a range of books were scrutinised.
- Meetings took place with senior leaders, teachers, groups of pupils, the Chair of the Governing Body and the school improvement partner. Inspectors also spoke to a representative from the local authority.
- Inspectors looked at a range of documentation, including records relating to pupils' progress, behaviour, attendance and safeguarding.
- They took into account 25 responses to the online questionnaire (Parent View) and held conversations with parents. Responses to a questionnaire from staff were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Michael Wintle	Additional Inspector
Drew Crawshaw	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are of either White British or Pakistani heritage. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils known to be eligible for the pupil premium is slightly below average.
- The proportion of pupils supported through school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been a number of changes in staffing, including the appointment of a deputy headteacher.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - shortening the introductions to lessons to leave more time for independent learning
 - including more tasks in lessons which will challenge the more-able pupils
 - ensuring teaching assistants contribute to all parts of lessons.
- Build on recent improvements in attendance as well as ensuring pupils arrive at school on time by:
 - continuing to work with parents to reduce unauthorised absence
 - enlisting the support of the local authority to follow up persistent non-attendance more thoroughly.

Inspection judgements

The achievement of pupils is good

- Many children start Nursery with skills that are below those typically expected for their age. They make good progress in the Nursery and Reception classes so that by the time they enter Year 1 they have started to catch up.
- Pupils continue to make good progress in Key Stage 1 where there have been year-on-year improvements. Pupils did particularly well in the Year 1 national tests to assess pupils' knowledge of letters and sounds that help them read unfamiliar words. Results were better than those found nationally.
- Pupils develop a love of books from an early age because reading is well taught.
- By the end of Key Stage 2 in 2011, many pupils made better progress than was expected of them in reading, writing and mathematics. Recent data show there was further improvement in 2012. This is as a result of better teaching. By the end of Year 6, pupils reach standards that are broadly average in reading and writing but better in mathematics.
- Improvements can be seen in the numbers of pupils reaching average standards. However, not enough pupils reach the higher levels in reading, writing and mathematics by the end of Year 2 or Year 6. This is because they are not always given work which is hard enough.
- Pupils of Pakistani heritage achieve well above national averages in reading, writing and mathematics because they are extremely enthusiastic in lessons and willing to take part in all the activities. Those who are just beginning to speak English as an additional language are given the help they need to improve their language skills. This ensures equality of opportunity for all.
- Disabled pupils and those with special educational needs are well supported by other adults. Work is carefully planned to meet their needs and extra help has ensured that these pupils make good progress.
- Pupils supported by the pupil premium also make good progress as the help they receive allows them to overcome any difficulties they may have.

The quality of teaching is good

- Teaching has improved and is now good across the school. Occasionally, it is outstanding. Better teaching has led to improvements in achievement. Where teaching has improved, particularly in Key Stage 2, this is because staff have received good training and support.
- Teachers have high expectations of what pupils can complete in lessons. However, sometimes the work set for the more-able pupils is not getting the best out of them and this is preventing them from reaching higher standards.
- Sometimes the start to lessons is too long because teachers talk too much. This reduces the amount of time that pupils have to finish the main activities.
- In the best lessons, pupils learn quickly and teachers have a good understanding of different subjects. They question pupils closely to support them in lessons and to test pupils' understanding of what they are learning.
- Lessons are well resourced and teachers make good use of information and communication technology, which holds pupils' interest.
- Teachers mark pupils' work regularly and thoroughly. This shows clearly what pupils must do to improve.
- Teaching provides various opportunities to develop spiritual, moral, social and cultural awareness through small-group work or the content of lessons.
- There are variations in the use of support staff across the school. Usually, they play an important part in lessons, particularly when supporting groups of learners. However, there are times when their role is unclear and they are not guided clearly by the teacher as to what they should do.
- Children in the Nursery and Reception also benefit from good teaching. Their classrooms and the

outdoor area are well organised and teachers plan a good range of activities.

- Staff work very well together and are happy to share their ideas and take part in joint lesson observations. They look at pupils' work together to make sure assessments are accurate. This high level of professionalism ensures that, when pupils move from one class to the next, the changeover is as smooth as it can be.

The behaviour and safety of pupils are good

- In lessons, pupils behave impeccably well. They enjoy working together and cooperate well. This was clearly seen in Year 1 literacy where a small group of pupils were answering questions on a story they had read. They discussed answers and helped each other without any help or prompting from an adult.
- There is a very positive approach to learning and wanting to do well, these play an important part in pupils' good levels of progress.
- This is a very caring school where pupils look after each other and enjoy the responsibilities they are given. Very conscientious corridor monitors politely remind everyone to keep to the left and playground buddies are there to help their schoolmates at playtimes.
- Pupils say that they feel safe and that the different forms of bullying are never tolerated. The school has a successful system of rewards and actions in place. This is popular with pupils who can see how it helps to keep the school calm and happy.
- Pupils learn about keeping safe in many of their lessons and learn how to look after themselves and each other. They are aware, for example, of the possible dangers of the internet.
- Attendance has improved and is now average. Routines are in place to check attendance and the importance of arriving at school on time is stressed regularly with parents and pupils. This is starting to make a difference. However, pupils' attendance is still not high enough as some parents take their children on extended holidays during school time.

The leadership and management are good

- The headteacher, well supported by senior leaders and the governing body, has a very clear view of how successful the school can be.
- The school has well-established procedures for gaining an accurate view of its performance. All leaders and managers know the school well and are clear about its strengths and areas for improvement. The school has the ability to carry on making improvements.
- There has been strong leadership for the development of teaching. This has been a main focus for the school and the checking of the quality of teaching has been thorough and effective.
- The school works closely with their school improvement partner and a group of local schools. The sharing of skills and expertise has been very useful to the school.
- The local authority offers light touch support for the school. The school would like further support to help them tackle the persistent non-attendance of some pupils.
- The rich and varied curriculum has been developed to ensure there are links in learning across different subjects. The topics studied often include a visit or a visitor which motivate pupils to learn. Pupils are very enthusiastic about these events.
- Pupils' spiritual, moral, social and cultural development features strongly in all subjects, in lessons and assemblies. Pupils organise and take the lead in their own class assemblies. They have the chance to show the school and their own parents what they have been learning in class.
- The school uses pupil-premium funding wisely by judging what extra help is needed by particular pupils. This is one of many ways in which leaders ensure equality of opportunity.
- Parents are welcomed into school and kept informed through newsletters and the school website.

■ **The governance of the school:**

- The governors are well informed. This enables them to not only support the school but also question the school's plans for further improvement. They make sure that any weaknesses are spotted and dealt with quickly. Governors are willing to take part in any additional training that will help them to carry out their role. They look at the school's assessment data and compare these with other similar schools nationally and locally. Governors make sure that money, including the pupil-premium funding, is used in ways that benefit pupils. They ensure that safeguarding meets requirements.

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

Unique reference number	107252
Local authority	Bradford
Inspection number	400895

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	462
Appropriate authority	The governing body
Chair	Mrs Bernice Bond
Headteacher	Mrs Nichola Geale
Date of previous school inspection	1 March 2010
Telephone number	01274 567545
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