

# Cullingworth Village Primary School

New School Lane, Off Halifax Road, Cullingworth, Bradford, West Yorkshire, BD13 5DA

**Inspection dates** 11–12 December 2012

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress, and attainment at the end of Key Stage 2 is above average.
- Teaching is mainly of a good quality and at times outstanding. Pupils who find learning difficult make good progress because they receive effective care and support.
- The school has been through a difficult time. Good leadership and management by the acting headteacher, along with the strong support of staff have meant that the pupils continue to experience a good quality of education and efforts to improve the quality of teaching have not been effected.
- Children get off to a good start in the Reception class and achieve well because the things they are asked to do are very well matched to their needs.
- Pupils behave outstandingly well and say they enjoy the school's 'family atmosphere'. They feel the school cares for them well and keeps them safe from harm.
- Governors are knowledgeable about the school and provide a good level of support and challenge.

### It is not yet an outstanding school because

- Even though teaching is mainly good, there are too few lessons that are outstanding. Good practices are not always shared amongst staff.
- Pupils are not given enough opportunities to use their good knowledge of numbers to solve challenging mathematical problems.
- Some pupils' work is marked in a way that helps them to improve, but not all.
- Leaders in English and mathematics do not get enough opportunities to check on the quality of teaching and find out what needs to improve further.

## Information about this inspection

- The inspectors observed 14 lessons. Additional short visits to lessons were carried out to look at important issues such as how well pupils get on with their classmates and how well they behave.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A telephone conversation took place with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessment from the previous academic year were scrutinised, including information which showed how well pupils do in English and mathematics.
- Twenty-five responses were received to the online questionnaire (Parent View).
- Inspectors reviewed the staff questionnaires.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Peter Eeva

Additional Inspector

# Full report

## Information about this school

- The school is a below-average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is well-below average.
- The proportion of pupils known to be eligible for pupil-premium funding (pupils known to be eligible for free school meals and those looked after by the local authority) is below average.
- The school meets current government floor standards, which sets the minimum expectations for pupils' attainment and progress.
- The school has achieved many awards including Healthy School status.
- The school has been through a difficult time following the deaths of the headteacher and also a member of staff. The deputy headteacher is currently the acting headteacher and two acting assistant headteachers have been appointed.

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

- Increase the proportion of consistently good and better teaching by:
  - making better use of marking, including ensuring pupils take due notice of the comments made
  - providing pupils with more opportunities to use and apply their mental arithmetic skills in solving challenging mathematical problems
  - ensuring a good balance between giving instructions and allowing pupils to work things out for themselves
  - sharing the strengths in teaching more widely amongst all teachers.
- Make sure that leaders of English and mathematics are provided with opportunities to find out how good teaching and learning is in lessons and find out what to improve further.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills that are typical for their age. They settle quickly into school routines and make good progress in all aspects of their learning. This is because the activities they take part in are interesting and enjoyable. For example, pupils in the outside area are challenged to count the number of socks hanging on a washing line full of different items of clothing.
- In Years 1 to 6, learning and progress continues to be good as a result of good teaching. While pupils make good progress in mathematics, between Years 1 and 6 there are too few opportunities for them to use and apply their mental arithmetic skills well in solving mathematical problems. This contrasts with the good opportunities provided for pupils to use their writing skills. When given the opportunity, pupils are able to sort out the work they are asked to do for themselves. However, at times, teachers do not give pupils the opportunity to do it.
- A strong emphasis is placed on pupils presenting their work well. Older pupils look forward to receiving the 'handwriting licence', as a result of being able to write neatly.
- In 2012, Year 6 pupils achieved above-average test results in English and mathematics. Inspection evidence and the school's own assessments demonstrate that current attainment is also above average.
- By the end of Key Stage 2, pupils read widely with confidence and enjoyment. They can talk confidently about why they like certain authors and why they do not like other authors. By the end of both key stages, attainment in reading is above average. Letters and the sounds they make (phonics) are taught well. Pupils are able to read words with difficult spellings.
- The school makes good use of the extra money from pupil-premium funding to provide support for small groups of pupils and individuals. As a result these pupils make the same progress as others.
- Disabled pupils and those who have special educational needs achieve at least as well as other pupils because they receive good quality support from teachers and teaching assistants.
- Parents are pleased with the progress pupils make.

### The quality of teaching is good

- The very good relationships between staff and pupils ensure a very good atmosphere for learning. Teaching is mainly good, with examples of some outstanding teaching.
- Support staff play an effective role in helping disabled pupils and those with special educational needs both in class and in small groups to make good progress.
- The teacher's excellent understanding of the needs of children in the Early Years Foundation Stage ensures that children make good progress. Children are encouraged to be very independent. Resources both inside and outside, despite adverse weather conditions at times, are used successfully to extend children's skills. For example, children were given the experience of handling different cutting implements in making fairy castles.
- In Years 1 to 6, teachers expect pupils to achieve and behave very well and, as a result, lessons run smoothly. However, at times teachers talk for too long at the beginning of lessons giving out instructions, resulting in pupils not having enough time to work things out for themselves.
- Reading is taught well across the school. This is because teachers are skilled in helping pupils develop their reading skills and provide sufficient time in lessons for pupils to read. Teachers ensure that pupils are given plenty of opportunities to extend their writing skills but less so their mental arithmetic skills.
- Where teaching is outstanding, teachers recognise when pupils are not learning as well as they might and make changes so that their progress is rapid rather than good. Teachers work very

successfully to provide activities that make learning interesting. For example, in a science lesson the teacher's imaginative use of information and communication technology resulted in pupils developing good thinking skills. They devised a fair test to investigate the rate at which ice cubes melt in different locations.

- There is inconsistency in the quality of marking. Pupils' books are marked regularly and marking is sometimes of a good quality but not always so. Teachers do not always make it clear how work can be improved. At times, when comments are made, not enough is done to make sure that pupils take notice of them.
- Teachers promote pupils' spiritual, moral, social and cultural development very well. The importance of respecting others and being fair to everyone is a key part of what the school sets out to do.

### **The behaviour and safety of pupils** are outstanding

- This is a school where pupils get on exceptionally well with each other and with the staff. This is a key factor in ensuring that pupils make good progress.
- Most parents are sure that the school provides a safe environment and that pupils enjoy school and behave well.
- Behaviour in lessons and around the school is excellent. Pupils are unfailingly polite and are eager to share their many experiences about school. They are very proud of their school.
- A scrutiny of records and observations during the inspection demonstrate that behaviour over time is very good. Isolated incidents of unacceptable behaviour are dealt with very well.
- Pupils are highly confident and want to achieve well. They respond extremely well to the many opportunities provided for them to take on school responsibilities. These include being a member of the school council or helping out around the school. During the inspection the pride pupils displayed in acting out their parts when preparing for the school's nativity play and the effort put in to their singing were a pleasure to see and hear.
- Pupils' enjoyment of school can be seen in their above-average attendance and the punctual way they arrive at the start of the day.
- Pupils have an excellent understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. They have a very good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with it quickly, fairly and firmly.

### **The leadership and management** are good

- The school has an accurate view of its strengths and areas for development. The importance given to the development of pupils' spiritual, moral, social and cultural understanding is a key factor in ensuring pupils' personal development is of such a good quality.
- The acting headteacher has quickly formed a good working partnership with the newly appointed acting assistant headteachers. Together, they are leading and inspiring staff to improve teaching and learning even further. Staff have successfully managed not to let the quality of education decline through the recent difficult times.
- There are valuable links with local schools that enable initiatives to be shared for the benefit of pupils.
- The acting headteacher carries out regular checks on the quality of teaching which provide an accurate view of its quality. However, not enough is done to share the strengths in teaching with all teachers.
- Staff with leadership roles in English and mathematics do not have the opportunity to look at what is happening in lessons across the school but have successfully carried out other aspects of their roles, such as reviewing pupils' work in books.

- The school values pupils as individuals. It successfully removes any barriers to learning and tackles any form of discrimination. As a result all pupils have a chance to do well. There is no variance in the achievement of different groups of pupils.
- The school has good links with parents.
- Arrangements for the pay and promotion of staff are linked to their performance and in ensuring that their pupils' make good progress. The national standards for teaching are used when leaders judge the quality of teaching. This ensures that teaching is good and occasionally outstanding.
- The local authority recognises that this is a good school and provides as much support as the school requests. For example, it has been closely involved in the selection process for appointing the acting assistant headteachers.
- Child protection and safeguarding have a high priority and all requirements are met.
- The curriculum is of a good quality. It ensures that pupils experience an exciting range of topics. For example, pupils in Year 2 are proud to talk about the topic they have completed about Florence Nightingale, such as interviews carried out with the area health visitor. Pupils in all classes say they enjoy lessons and extracurricular activities, including a computer club after school.
- **The governance of the school:**
  - Governors know the school well and provide a good level of challenge and support. They have helped the school well during difficult times. Through the governing body committees, governors receive information which allows them to check effectively on pupils' achievements. They are kept informed about the performance management of teachers and manage the performance of the acting headteacher. Working with the acting headteacher, governors make sure that the budget and any additional funding, such as pupil premium, are used well to improve pupils' personal development and achievement.

## 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>	107254
<b>Local authority</b>	Bradford
<b>Inspection number</b>	403034

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julian Blues
<b>Headteacher</b>	David Miller (Acting )
<b>Date of previous school inspection</b>	29 April 2008
<b>Telephone number</b>	01535 273839
<b>Fax number</b>	01535 275951
<b>Email address</b>	office@cullingworth.bradford.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

