

Inspection of a good school: Cononley Community Primary School

Meadow Lane, Cononley, Keighley, North Yorkshire BD20 8NA

Inspection dates:

4 and 5 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils at Cononley Community Primary School are happy. They make visitors feel very welcome. Staff care for pupils. One parent told inspectors that, 'Teachers are dedicated and caring' and that 'they seem to genuinely care about [pupils'] well-being'.

Although leaders have set out clearly the curriculum they expect pupils to learn and when, this is not delivered consistently well in the classroom. Teachers' expectations of what pupils are able to achieve is not ambitious enough. Staff do not consistently meet individual pupil's needs. This is particularly the case for pupils with special educational needs and/or disabilities (SEND).

Pupils feel safe and secure. Leaders have created a warm and caring environment. There are many ways that pupils can report a concern or worry. Pupils value the fact that they can either speak to an adult directly or write a concern on a blue slip which is then discussed during circle time. Pupils use these systems to report bullying which they say rarely happens. Pupils love that they can praise each other by writing on a yellow slip which is read out during circle time. They often run out of yellow slips.

There is a buzz of activity during breaktimes and lunchtimes. Pupils can play with a range of equipment that is handed out by monitors. Year 6 pupils enjoy being a buddy with a Reception child. They play with them during lunchtime. Pupils behave well during social times. They relish taking on leadership roles such as science leaders, sports leaders and school council members. There are a range of extra-curricular activities that pupils participate in such as sports clubs.

What does the school do well and what does it need to do better?

Leaders have set out the curriculum so that it is clear what pupils should learn from Year 1 to Year 6. Plans do not start from the early years. In some subjects, such as mathematics and geography, staff have not received training or support on how to deliver the curriculum effectively. Some teachers have gaps in their subject knowledge. This means that teachers do not always plan well-structured lessons. Sometimes, teachers do not help pupils to understand important knowledge. For example, when pupils learn about fractions, teachers do not always correct pupils' misconceptions. As a result, some pupils do not understand and remember some important concepts in mathematics.

Leaders lack ambition for pupils with SEND. Their expectations of what pupils can achieve are too low. The individual needs of pupils with SEND are not accurately identified. Plans to support pupils are vague and do not detail the precise strategies needed so that all pupils can access the full curriculum on offer. Many pupils with SEND make weak progress. The SEND coordinator (SENDCo) has not received the training or support they need to help them in their role. Neither have staff. They lack the necessary skills to support pupils with SEND. Leaders do not regularly check the quality of support for these pupils.

Pupils enjoy reading. Leaders carefully choose the selection of books they wish pupils to read. Pupils enjoy writing a book review that they can share with their friends. They love it when authors visit the school. There is a phonics programme in place, however leaders have not monitored how well this is delivered. Pupils are not taught how to read with precision. Teachers use a variety of strategies which confuses some pupils. In addition, pupils who are learning to read are given books that do not match the sounds that they know. As a result, pupils who struggle to read do not catch up quickly.

Leaders lack a clear understanding of how best to plan and teach the early years curriculum. They have not precisely identified some of the knowledge children need to learn in the reception year. Consequently, children are not always ready to move on to Year 1.

Leaders put great value on personal development. Pupils have opportunities for discussion and debate in class. They learn about a range of key issues such as diversity and inclusion. Pupils benefit from personal, social and health education lessons, circle time, religious education and assemblies. Pupils know what fundamental British values are. They know and can talk about different religions, faiths and cultures.

Staff are extremely proud to be part of this school. Governors and leaders support staff well-being and are mindful of workload. Governors regularly test out what leaders tell them about what is working well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive frequent safeguarding training. Leaders check that policies are up to date. They use regular quizzes to check that staff understand important safeguarding knowledge. Staff can spot the signs that indicate a pupil may be at risk or suffering from harm. Governors receive regular updates on safeguarding too. They check that systems are in place. The recruitment of new staff follows safer recruitment guidelines.

Pupils are taught how to keep safe online and get age-appropriate information about positive relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Although the curriculum is well designed, teachers lack the necessary expertise to deliver it effectively. Their understanding of how to plan and teach well-structured lessons is weak. Some teachers do not have sufficient subject and pedagogical knowledge. As a result, pupils do not know and remember more of the intended curriculum. Leaders should ensure that staff receive the necessary training to implement the curriculum effectively.
- There is an inconsistent approach to the teaching of phonics. Books that pupils read do not match their phonic knowledge. As a result, some pupils cannot read with fluency or accuracy. Leaders must ensure that all staff receive training and support to teach the chosen phonics programme. They must ensure that the books that pupils read match their phonic knowledge so that pupils can quickly learn to decode and read with fluency.
- Leaders and staff lack the knowledge to accurately identify the needs of pupils with SEND. As a result, the support that pupils with SEND receive does not help them to gain the knowledge they need across the curriculum. Leaders should ensure that the SENDCo receives training on how to effectively support pupils with SEND. Staff should receive training on how to effectively adapt curriculum content and identify the appropriate support that will allow pupils with SEND make rapid progress.
- Leaders do not regularly monitor and evaluate the implementation of the curriculum. This means that they do not have a secure oversight of whether the curriculum is ensuring pupils know more and remember more. Leaders should take action to check that the curriculum is being implemented effectively so that they know the impact on pupils' learning.
- Leaders have not thought about what they want children to know and remember in the early years. As a result, children are not well prepared for Year 1. Leaders need to ensure that the curriculum in the early years is clearly structured so that children are well prepared for key stage 1.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121387
Local authority	North Yorkshire
Inspection number	10200426
Type of school	Primary
School category	Community primary school
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The local authority
Chair of governing body	Katie Mason
Headteacher	Catherine Pickles
Website	https://www.cononleyprimary.org.uk/
Date of previous inspection	1 December 2016, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school.
- The school does not have a breakfast- or after-school club.
- School leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and the two assistant headteachers. They spoke with four members of the governing body, including the chair of governors. Inspectors also spoke with representatives of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work. The lead inspector also observed

pupils reading to a familiar adult. Inspectors also considered aspects of a number of other subjects in the school's curriculum including PSHE.

- Inspectors looked at plans to support pupils with SEND.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders and staff. They looked at the school's single central record and a sample of safeguarding records.
- Inspectors spoke to most of the staff, including asking about their workload and well-being.
- Inspectors observed pupils in lessons, around school and during breaktime and lunchtime.
- Inspectors took account the views of parents through talking to them at the school gates and reviewing their responses to the parent survey, including the free-text answers. They also took account of the responses to the staff survey.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

Lynda Florence

Ofsted Inspector

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