

# Inspection of a good school: Cullingworth Village Primary School

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

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Inspection dates:

7 and 8 December 2022

## **Outcome**

Cullingworth Village Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils live and breathe the academy trust's shared values of inclusion, compassion, aspiration, resilience and excellence. They have a strong sense of pride in being a member of the school community. Adults and pupils are glad to be members of Team Cullingworth.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils meet these expectations. They are cheerful and curious and behave well in lessons and at breaktimes. Pupils say that bullying is rare and they are confident that adults would deal with it if it did occur. Pupils are happy and safe at school.

Leaders believe in the importance of pupils having experiences beyond the curriculum. They provide many clubs and sporting opportunities that are accessed by a wide range of pupils. Pupils also access outdoor activities and residential visits. During the inspection, pupils were involved in a tree-planting initiative. This is a positive example of pupils leading a project and learning to become active and productive citizens.

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

Leaders have developed an ambitious curriculum. They have identified the important knowledge that they want pupils to learn and remember and the order in which learning should take place. In mathematics and reading, teachers have developed effective systems to check on pupils' learning. This helps them to identify and address any gaps in pupils' understanding quickly. In some other areas of the curriculum, systems for checking what pupils can remember are less developed. As a result, pupils are not able to recall what they have learned in subjects such as history and science. In mathematics, teachers plan activities that allow pupils to improve their fluency, to solve problems and to tackle challenges. On occasions, some pupils are not moved on to more complex learning when they are ready to do so.

In early years, the curriculum has been well planned, with exciting and engaging activities that cover all areas of learning. It gives children an excellent preparation for their later learning in key stage 1. Leaders in early years also consider children's interests when planning learning opportunities. Leaders identified that children were captivated by completing a simple circuit to light up a lightbulb, and so provided extra time for this.

Pupils with SEND are well supported in lessons. Teachers make appropriate adaptations to ensure that these pupils continue to access the curriculum. Leaders are reviewing how they support pupils with SEND to make provision even better.

Leaders know how important it is for pupils to learn to read. They have prioritised reading accordingly. Children start to learn phonics when they first arrive in Reception. They are taught in daily sessions that closely follow the school's chosen scheme. Teachers make frequent checks on the progress that pupils make in reading. When pupils fall behind, teachers identify them and put support in place to ensure that they keep up.

Leaders have a strong commitment to pupils' personal development. Pupils are taught about important issues such as equality, tolerance and prejudice. Pupils talk about these issues with maturity and understanding. Pupils have a strong understanding of fundamental British values, and this prepares them well for life in modern Britain. For example, teachers introduce the idea of democracy by enabling children and pupils to vote for their favourite book or for the election of school councillors. Pupils appreciate their opportunities to have a range of leadership roles.

Pupils behave well in lessons and at breaktimes. In lessons, they are engaged and attentive. In early years, children are independent and engage positively with activities, patiently taking turns. Pupils have a good understanding of the behaviour policy. They say that it is applied consistently and fairly.

Leaders are mindful of staff workload. They ensure that staff receive ongoing support and the professional development they need.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding in the school. There are systems in place to identify, report and record any concerns over pupils' welfare. Staff are trained to do this and have a good understanding of the risks that pupils may face in the local area. Leaders know families well and are relentless in ensuring that pupils are kept safe.

Pupils feel safe in school and know that they can always talk to a trusted adult about any worries that they may have. They understand the risks of using technology and have learned about online safety.

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

### (Information for the school and appropriate authority)

- In some subjects, such as history and science, teachers do not check what pupils are learning well enough. This means that they do not have a clear picture of pupils' understanding. Leaders should develop more effective ways to check what pupils are learning in the wider curriculum so that pupils build knowledge consistently well across all subjects.
- In mathematics, some pupils spend too much time reinforcing basic number work that they already know well. This means that they are not progressing to more complex areas of the curriculum, such as problem-solving. Leaders should work with teachers to enable pupils to move on when they are ready to more complex areas of the curriculum.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Cullingworth Village Primary School, to be good in December 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.

## 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

<b>Unique reference number</b>	146049
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10255786
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Andrew Hagyard
<b>Headteacher</b>	Cathy Isaac
<b>Website</b>	<a href="http://www.cullingworth.bradford.sch.uk">www.cullingworth.bradford.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Cullingworth Village Primary School is a member of Bradford Diocesan Academies Trust.
- The school is larger than the average-sized primary school.
- The current headteacher took up post in September 2021.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with the headteacher, deputy headteacher, subject leaders and other members of staff. The inspector also met with representatives of the trust and those responsible for governance, including the chair of the governing body.

- The inspector visited classes in the selected subjects and reviewed samples of pupils' work. The inspector spoke to groups of pupils as well as teachers and leaders for the subjects. The inspector listened to groups of pupils read.
- Pupils' behaviour was observed in lessons and at other times, such as playtime or in the dining room. The inspector discussed behaviour with leaders, staff, pupils and parents and carers. Records of behaviour, attendance and exclusions were scrutinised.
- The arrangements for safeguarding were checked. This included checking the single central record in the school. Discussions were held with leaders about safeguarding systems and processes.
- The inspector took account of the views of pupils through formal and informal discussions. Parents' views were considered through the responses to Ofsted Parent View, Ofsted's online questionnaire, and comments made in the free-text responses. The inspector also spoke with parents during the inspection.

### **Inspection team**

Dughall McCormick, lead inspector

His Majesty's Inspector

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