



Cottingley Village Primary School

Inspection Report

Unique Reference Number 107252
Local Authority Bradford
Inspection number 287761
Inspection dates 7–8 February 2007
Reporting inspector Ross Parker

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

Type of school	Primary	School address	Cottingley Moor Road
School category	Community		Cottingley, Bingley
Age range of pupils	4–11		West Yorkshire BD16 1SY
Gender of pupils	Mixed	Telephone number	01274 567545
Number on roll (school)	468	Fax number	01274 551663
Appropriate authority	The governing body	Chair	Mrs Zoe Rowlands
		Headteacher	Mrs C Briggs
Date of previous school inspection	14 January 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Cottingley Village Primary School is larger than average. The majority of pupils come from the local village, but an increasing number travel from the suburbs of nearby Bradford. The proportion of pupils identified with learning difficulties and/or disabilities is below average, but the proportion with a statement of special educational need is similar to other schools. An average proportion of pupils is entitled to free school meals. The proportion using English as an additional language is above average and over recent years there has been a significant rise in the number of pupils who do not speak English at home.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cottingley Village Primary school provides a good standard of education and gives good value for money. Pupils achieve well, making good progress because of effective teaching. By the time pupils leave the school in Year 6 they achieve the standards expected of them. The provision for children in the Foundation Stage is good, which enables them to improve well from their very low standards on entry.

The way in which adults support pupils' good personal development and enjoyment is key to the success of the school. In most lessons learning is fun. Around the school pupils feel safe and secure. This is evident in the confident way in which pupils relate to adults and to each other, as well as in the way that they feel comfortable to ask their teachers questions and offer opinions. The school provides pupils with many opportunities to help each other and those who are less fortunate.

The good curriculum helps them to develop skills that will enable them to prosper in adult life. The school promotes a healthy lifestyle by ensuring that pupils take regular exercise and encouraging them to eat a balanced diet.

The quality of teaching and learning is good. Activities are varied and challenging. Teachers plan lessons carefully and prepare good resources to engage pupils' interest. In English and mathematics in particular, the work is now well matched to meet individual pupils' needs. Pupils with learning difficulties and/or disabilities are well supported so that they make good progress. The school has made some progress in providing more scope for discussion in lessons. Although this helps pupils to understand new ideas and problems more easily, they still do not talk about their work enough. Not all teachers provide guidance to pupils specific enough about how they can improve their work.

Care, support and guidance are satisfactory. The quality of pastoral care is very good. However, the best practice in recording pupils' progress and making sure that teachers' planning builds effectively on what they have learned is not used consistently enough across the school to enable all pupils to achieve as well as they might.

Leadership and management are good. The headteacher and the leadership team have responded well to the changing nature of the school's population. They have identified areas for development effectively and have adapted teaching methods and the curriculum accordingly, ensuring that standards have continued to rise. This, together with the commitment of the teachers who have responsibility for spreading best practice, gives the school a good capacity to improve further.

What the school should do to improve further

- Ensure that all teachers give pupils clear information about how well they are doing and how to improve.
- Use assessment information more productively in order to strengthen the links between pupils' performance and teachers' planning.

- Provide more opportunities for discussion in lessons so that pupils can explore new ideas together and cooperate to solve problems.

Achievement and standards

Grade: 2

Children enter Nursery with skills below those expected and with their ability to communicate well below expectations. They make good progress through the Nursery and Reception classes and enter Year 1 with broadly average standards in most areas of their learning, but with communication, language and literacy skills below average. They make good progress through Years 1 to 6 and, with one exception, have met the challenging targets set for their performance in the Year 6 national tests in English and mathematics over the last five years. The uncharacteristically high proportion of pupils with learning or behavioural difficulties in last year's Year 6 caused standards to be lower than usual, despite the best efforts of the school to compensate. Pupils with learning difficulties and/or disabilities, and those who use English as an additional language, make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and show good attitudes to their work, and excellent relationships are evident. Pupils give good support to others in their role as prefects, in helping with the outdoor play facilities and by raising funds for charities. They respond thoughtfully in assembly, are curious about different faiths and talk appreciatively about a famous British artist.

The fun pupils had in a lesson acting out the difference between synonyms and antonyms was typical of the way they enjoy school. The positive way in which pupils view their learning contributes to their above average attendance. Pupils are well aware of how to be safe and they acknowledge the efforts teachers make to ensure this. They know how to be healthy and many pupils' participation in the wide range of extra-curricular sport demonstrates their commitment to this. From Reception onwards pupils have good opportunities to work independently. They develop teamwork skills through their residential visits. All of this prepares them well for their later education and their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Lessons are well planned and teachers manage behaviour well to create a positive working atmosphere. This is enhanced by the strong emphasis upon creativity, imagination and enjoyment. In the best lessons,

the tasks set match the needs of different ability groups very well. Teachers also reinforce technical vocabulary well. For example, pupils in Year 3 confidently used the correct mathematical language to describe number patterns. Although there are examples of good use of assessment, not all teachers mark pupils' work in such a way that makes it clear whether they have met the targets set for them or how they can improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It is distinctive to the school and clear links between the subjects continually reinforce pupils' basic skills. In Year 2, pupils were observed developing their literacy skills in a geography lesson. They compared Bradford with a Scottish island as a place to live. A specialist coordinator ensures a good level of expertise in physical education lessons. All pupils in Years 3 to 6 learn French and there are plans to offer further languages to higher attainers. There is further good curricular enrichment with a range of visits and use of visitors to make learning exciting. For example, pupils in Year 3 thoroughly enjoyed dressing up as Romans and acting out what it was like to be alive during the Roman invasion of Britain. 'Exciting writing' sessions enhance pupils' writing skills. Excellent links with local primary and secondary schools enrich the curriculum. There is a wide range of well attended extra-curricular activities. The school environment is attractive and provides good opportunities for outdoor play.

Care, guidance and support

Grade: 3

The quality of care, support and guidance is satisfactory with some good features. There is good internal and external support provided for the more vulnerable pupils and for those with learning difficulties and/or disabilities. The teaching and support staff clearly demonstrate that they value every pupil equally and provide high quality pastoral care. This contributes significantly to the way pupils grow in confidence and feel very safe and secure in school. Procedures for protecting and safeguarding pupils and systems to ensure their health and safety are in place.

Pupils are aware of their class targets for improvement in English and mathematics. However, the school's procedures to ensure effective academic guidance do not build sufficiently well across the school to ensure the best progress for all pupils.

Leadership and management

Grade: 2

Leadership and management of the school are good. The headteacher and senior leadership team have a clear view of how they wish the school to develop. Together they have succeeded in promoting pupils' good achievement within a very caring and secure environment in which pupils forge ahead in their personal development. The

governing body satisfactorily supports the work of the school. The school's own self-evaluation is accurate and performance data is used increasingly well to move pupils forward. Middle managers show strong commitment and enthusiasm for their roles and are effectively supporting further improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you all for the friendly welcome you gave us when we visited your school recently. We really enjoyed meeting you, and having the chance to talk to you.

Your school gives you a good education.

Here are some of the really good things about your school.

We were impressed by your good behaviour and by the friendly atmosphere in the school. The grown-ups know you very well and take good care of you and there are lots of interesting activities to keep you busy and active. The teachers work hard to make sure you enjoy your work so that you get on well in lessons. This means that you are able to make good progress and the results in the national tests keep on getting better. The headteacher and teachers work hard to make sure that the school keeps on improving.

What we have asked the school to do to make it even better.

The school now needs to make all the teaching as good as it is in the very best lessons. Teachers need to give you more opportunities to talk together to help you understand new ideas. When they mark your work they are going to concentrate on making sure that you know how well you are doing and what you need to do to improve. They are going to use the information they have about your work to help them better plan what you need to do next.