

Cullingworth Primary School

Inspection report

Unique Reference Number	107254
Local Authority	Bradford
Inspection number	309355
Inspection dates	29–30 April 2008
Reporting inspector	Ken Valentine

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	4–11
Gender of pupils	Mixed
Number on roll	
School	227
Appropriate authority	The governing body
Chair	Cllr Simon Cooke
Headteacher	Mr J Corn
Date of previous school inspection	13 September 2004
School address	New School Lane Off Halifax Road Cullingworth Bradford West Yorkshire BD13 5DA
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Age group	4-11
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Introduction

This inspection was carried out by two Additional Inspectors.

Description of the school

Cullingworth Primary School is situated in the village of Cullingworth, near Bradford, and pupils are drawn from the immediate area and surrounding villages. It is about average size for a primary school and the majority of pupils are from White British backgrounds. Attainment on entry is above average. The socio-economic circumstances of pupils are more favourable than average and the proportion of pupils eligible for free school meals is low. The percentage of pupils with learning difficulties and/or disabilities is below the national average and only a very small number of pupils speak English as their second language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cullingworth Primary School is a good school with some outstanding features. Most notable are the high quality of pupils' personal development and the outstanding curriculum that does much to contribute to their progress. Pupils' standards in both key stages were above average in 2007 maintaining the above average standards in previous years. The achievement of pupils by the age of 11 was also good in 2007 after two years where they had made satisfactory progress. Pupils' work observed shows generally above average standards. Parents confirm that the school has definitely improved over the last few years.

The outstanding curricular provision means that pupils have outstanding awareness of why it is important to lead healthy lives. They are lively and energetic at playtimes and many throw themselves wholeheartedly into after-school sporting activities. Older pupils run the school's healthy tuckshop. They also take responsibility for recycling and composting, which is reinforcing their awareness of worldwide issues such as conservation and renewable resources. Pupils feel safe and if they have any concerns they can post their worries into the 'problem box' knowing that someone will help them. Pupils enjoy school and 'love the people in it because they are really friendly'. As a result, their attendance is well above average and their behaviour is exemplary. Pupils have an outstanding understanding of what it means to be part of a community. 'Enterprise projects', give pupils outstanding preparation for their future lives. For example, pupils in Year 6 have written a book on drugs, found sponsors and managed to get their work published. In addition they produced an animation picture screened in a national cinema.

Using the curriculum as the main vehicle for change, the leadership and management of the school are part way through the process of improving provision to raise standards and achievement across the school. However, the school will have to continue its efforts to get consistency in pupils' achievement in the light of the variability in progress in recent years. Similarly, further improvements are necessary to link pupils' work in literacy and numeracy to work they undertake in other areas of the curriculum. Teaching is good and closely monitored along with detailed monitoring of pupils' progress. Care arrangements are also good and are much appreciated by pupils. The good overall effectiveness of the school ensures good value for money. The leadership and management have been successful in school improvement and the capacity for further improvement is also good. School leaders have a clear picture for further action based on a robust programme of self-evaluation. School governors do not yet play a full part in school development through monitoring the work of the school or offering sufficient challenge.

Effectiveness of the Foundation Stage

Grade: 2

Provision is good for children to learn both indoors and outdoors and the area includes a conservatory that provides an exciting play space. The Foundation Stage leader manages the provision well to ensure that children largely direct their own learning. Indoor activities are interesting and children concentrate for long periods, devising elaborate games with spaceships, for example, or making birthday cakes out of green dough for everyone to share. They have excellent opportunities to grow flowers and vegetables. However, the opportunity for role play outdoors is underdeveloped. Teaching quality is good with strengths in some of the well thought out activities which develop children's personal, social, mathematical and literacy skills to a

high standard because children are taught as individuals. From slightly above average starting points almost all children are working comfortably at the expected levels by the start of Year 1. Assessing children's learning is good and observations of children's progress are accurate and used well by staff when planning the next steps of learning.

What the school should do to improve further

- Ensure that the progress made by pupils is consistent over time.
- Improve teaching so that links between the different subjects are better developed.
- Ensure that school governors are more effective in monitoring and challenging school leaders.

Achievement and standards

Grade: 2

The standards attained by pupils by age 11 were significantly above average in 2007. There was some fall in standards between 2004 and 2006 but this has been reversed in last year's results. Pupils' achievement was also good in 2007 with the results in English, mathematics and science all indicating that pupils have made good progress. There is little variation in the achievement of different groups of pupils, including those with learning difficulties and/or disabilities, and the school is working hard to secure better standards for higher-attaining pupils. In Key Stage 1 pupils make sound progress and standards attained were above average in 2007, having dropped slightly below average in the previous two years. Standards and achievement of pupils currently in school indicate that they are on track to meet the school's targets. Pupils' speaking and listening skills are a strength and contribute to their good learning.

Personal development and well-being

Grade: 1

Pupils' spiritual, social, moral and cultural development is outstanding with particular strengths in their social and cultural development. Pupils respect each other's views and work extremely well together. When given the opportunity pupils show high levels of resourcefulness and independent thought. They behave exceptionally well. Older pupils take care of younger ones and the 'green hat people' take their playground duties seriously, explaining, 'if anyone is lonely we organise a game for them.' The school council is highly effective, manages a substantial budget and organises lucrative fundraising activities as well as raising money for several charities. Pupils' involvement in 'enterprise projects' successfully nurtures their speaking and listening skills, turning them into articulate, confident, socially adept young people by the end of Year 6.

Quality of provision

Teaching and learning

Grade: 2

Teachers demonstrate a good level of subject knowledge and they are effective in communicating ideas to pupils. This is often helped by good strategies for questions and answers, which are particularly prominent in their use in Key Stage 2. Pupils respond well to the most stimulating lessons and stay on task. In a limited number of instances pupils are not given enough independence. Assessment arrangements have improved markedly since the time of the last inspection and continue to be a focus for development. Marking of pupils' work is good. The school is increasingly broadening the scope of teaching, although at present teachers do not

fully develop possible links between work in numeracy and literacy with the other areas of the curriculum.

Curriculum and other activities

Grade: 1

Substantial developments to the curriculum in the last three years have resulted in good provision across a wide range of subjects and outstanding provision for creative and practical elements. The school has addressed previous weaknesses in the curriculum for information and communication technology and this is now well resourced and well organised. Spanish is provided for all year groups. There is a wide range of educational visits and extra-curricular activities. Exceptional features include long-term projects such as the Space Day involving pupils in investigating, designing and launching rockets and the programme of personal, social, health and citizenship education which very effectively supports their emotional development. These prepare pupils exceptionally well for their future lives.

Care, guidance and support

Grade: 2

The school meets current government guidelines to ensure the health, safety and well-being of pupils. Good quality care for pupils shows in the efforts made by staff to ensure that pupils are happy and feel secure so they can learn effectively. Very good use is made of a wide range of agencies to support pupils' well-being. The provision for pupils with learning difficulties and/or disabilities is good and good support in class and on their own in small groups helps them to learn well. Thorough, methodical systems are used well to track pupils' progress and to make sure that those who need additional help are given it. These systems have yet to have a full impact on pupils' achievement. The school has a comprehensive system for target setting to ensure that pupils know what they need to do to reach the next level. Pupils themselves do not use the system consistently yet.

Leadership and management

Grade: 2

The headteacher offers clear educational vision and many parents commented on the positive direction the school is taking. School leaders have tackled effectively the areas for development identified at the time of the last inspection and some of these, such as the arrangements for assessment, have become strengths in the school's provision. Similarly, the improvement in the school curriculum is very noticeable and pupils respond well to the more interesting work they undertake. Strategic planning is now good and this is based on a good programme of self-evaluation, including an extensive range of observations of lessons. There is effective delegation of leadership and management tasks, which contributes to a common purpose evident in the school. Parents comment favourably on improved communications and report that they feel a good level of involvement with the school. The school governors are satisfactory in carrying out their responsibilities but do not rigorously monitor and challenge the work of the school's leaders.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1
How well are learners cared for, guided and supported?	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

In my recent visit to your school I really enjoyed meeting many of you when I visited your classes. I was very impressed with your excellent behaviour and your enthusiasm for the work you were doing. One of the best parts of my visit was the assembly I watched when you were all giving a big cheque to the NSPCC to help children less fortunate than yourselves. You are lucky to be in such a caring school and it is nice to see you act so responsibly towards others. In my report I have called your personal development outstanding - so you have every reason to be proud of yourselves!

You certainly enjoy the work you are doing and I thought the displays around the school showed the very good range of things you have studied. They also show how well you are achieving and the high standards of which you are capable. I know you will continue to work hard and I am suggesting that your school does its best to make sure that every year you achieve to the very best of your abilities.

Your teachers are good at providing interesting work and I am suggesting that they give you even more opportunities to use your writing and number work in the other subjects you are studying. I think your headteacher and the teachers run the school well and that is one of the reasons I am saying that yours is a good school. Your school governors play their part in watching to see that the whole school is working well and I am asking them to be even more demanding so that your school gets even better.

Enjoy the rest of your time in school and continue to make your teachers proud of you. I wish you all the best of luck.