

Cottingley Village Primary School

Inspection report

Unique Reference Number	107252
Local Authority	Bradford
Inspection number	336844
Inspection dates	1–2 March 2010
Reporting inspector	Kathryn Dodd

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	The governing body
Chair	Mrs Zoe Rowlands
Headteacher	Mrs Nichola Geale
Date of previous school inspection	7 February 2007
School address	Cottingley Moor Road Cottingley Bingley BD16 1SY
Telephone number	01274 567545
Fax number	01274 551663
Email address	office@cottingley.bradford.sch.uk

Age group	3–11
Inspection dates	1–2 March 2010
Inspection number	336844

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 rates 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 08456 404045, or email 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 documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons or part-lessons and 16 teachers were observed. The inspectors held meetings with staff, groups of pupils, parents and carers and governors. The inspectors observed the school's work, including a review of improvement plans, the systems for tracking pupils' progress and for monitoring the quality of teaching, records demonstrating arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 66 questionnaires returned from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's attainment and progress in both the Nursery and Reception classes, and pupils' progress by the end of Year 6, and in writing and mathematics
- the effectiveness of the school's procedures to improve attendance
- the consistency of the quality of teaching, particularly how well teachers use assessment information to plan work that matches pupils' varying abilities
- the quality of care, guidance and support, particularly for the increasing proportion of pupils with additional learning, social and emotional needs
- how effectively leaders, managers and governors contribute to evaluating the school's performance, monitoring its provision and the capacity of the school to improve.

Information about the school

About half of the pupils at this much larger than average size school are from White British backgrounds. Most of the remaining pupils are of Pakistani heritage. In recent years, the proportion of pupils who speak English as an additional language has been increasing and is now well above average. Very few pupils however, are at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities has also been increasing and is above average. The proportion of pupils claiming a free school meal is below average. Provision is made for children in the Early Years Foundation Stage in the Nursery and Reception classes. The Nursery also serves the wider local community. About 60% of children transfer from the Nursery into Reception classes. About 40% of children who are in the Reception Year have not attended the Nursery. A before- and after-school care club, managed by a private provider, operates on the school site. The school holds the Healthy School Award, Activemark and Financial Management Standard in Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Cottingley Village is a satisfactory school. It has some good features, such as the quality of education in the Early Years Foundation Stage, the care, support and guidance provided for pupils and the effectiveness with which the school works in partnership with others, including parents and carers. In this happy, friendly, safe and welcoming setting, pupils demonstrate good attitudes to learning and behave well. They talk knowledgeably about how to keep healthy and safe. Most parents and carers have positive views. They overwhelmingly agree that their children are kept safe.

Achievement is satisfactory. Learning gets off to a successful start in the Nursery and Reception classes where progress is good. Between Years 1 and 6, pupils make satisfactory progress to reach average attainment by Year 6. In mathematics, achievement is sometimes held back because the curriculum does not always allow pupils to build securely on their previous learning. Opportunities for pupils to engage in exciting activities and to develop their mathematical problem-solving skills in mathematics lessons are sometimes overlooked. Although there are examples of good teaching, overall it is satisfactory. In lessons where teachers make effective use of the assessment information to provide activities that challenge pupils of varying capabilities, learning moves forward at a good rate. This good practice is, however, not consistently applied across all classes. As pupils learn under the direct supervision of teachers and teaching assistants, progress is often good. Learning sometimes slows when pupils work independently because activities are not always sufficiently exciting or challenging.

Since the previous inspection, the school has moved forward at a steady rate. Several staff changes have hampered efforts to bring about rapid improvement, such as, ensuring that teaching is consistently good. As a result, the capacity to improve remains satisfactory rather than good. By working very closely together, senior leaders have evaluated very accurately the school's performance, recognising both its strengths and pinpointing the areas needing attention. They share a united eagerness to tackle remaining inconsistencies in provision. The effective leadership by the headteacher, the enthusiasm and support of senior leaders and the improved rigour in tracking pupils' progress, are providing a positive platform upon which to raise attainment. Successes are already evident in key areas, such as in improving attendance and pupils' attainment in writing. Leaders and governors have identified the need to extend their analysis of pupils' performance information, such as, by differing pupil groups. However, at present, precisely who should be accountable for these actions lacks clarity.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise attainment, particularly in mathematics, by:
 - ensuring the curriculum builds effectively on pupils' skills and knowledge
 - developing pupils' skills in solving mathematical problems.
- Improve the quality of teaching so that it is consistently good, by:
 - improving the use of assessment information so that challenging activities that match pupils' varying capabilities are provided
 - accelerate the rate of pupils' progress when they work independently.
- Improve the effectiveness with which leaders and governors analyse pupils' progress, by:
 - extending established systems, so that variations in the progress made by different groups, classes and subjects can be identified more easily
 - establishing precise staff accountability for reviewing the information.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

Outcomes for individuals and groups of pupils**3**

Achievement is satisfactory. In lessons, pupils behave well. They are attentive, keen to learn and respond well to teachers' questions. Pupils' concentration occasionally drifts when working independently, however, because activities are not always sufficiently challenging or exciting enough. Even so, pupils, including those with special educational needs and/or disabilities and those that speak English as an additional language, make satisfactory progress. In recent years, attainment by Year 6 has been broadly average. In 2009 attainment was higher in reading than in writing. Inspection evidence confirms that currently in Year 6, pupils' attainment in writing has improved. However, in mathematics although pupils make satisfactory progress, not all pupils currently in Year 6 are on track to reach their very challenging targets. Attainment by the end of Year 2 is broadly average. Currently in Year 2, attainment in mathematics continues to lag behind that of reading and writing.

Pupils learn together in a warm and friendly community. They show good attitudes to learning. Pupils of different ethnic backgrounds learn together in harmony, showing tolerance and respect for one another's similarities and differences. Pupils are eager to contribute positively towards their school. From a young age, they enjoy taking on the many opportunities offered to make their school a safer, healthier and happier place to learn. `Junior first aid officers' for example, help pupils to develop a keen awareness of how to keep safe, including beyond school and to become responsible citizens. Pupils participate enthusiastically in activities aimed at improving their school and local environment, such as maintaining school and community gardens in conjunction with local organisations. Pupils are well aware of the importance of good attendance. In recent times, attendance has improved and is now broadly average. Pupils have a good understanding of why it is important to develop good life skills, such as, resilience and perseverance. This, along with their good attitudes and average attainment prepare

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

them soundly for their onward journey to secondary school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good organisation, positive relationships, effective use of praise and careful and sensitive deployment of skilled teaching assistants, all make a good contribution to pupils' progress. Teachers share lesson objectives with pupils, make sure their pupils are clear what they need to do to achieve them and provide good opportunities for them to reflect on what they have learnt. In good lessons, teachers make effective use of information showing what pupils know and can do to tailor learning activities to meet varying abilities and to challenge their thinking. Similarly, teachers' higher expectations of what pupils might achieve and of the presentation of work, along with questioning that 'keeps pupils on their toes', ensures that learning moves forward at a good rate. This good practice is, however, not always consistently applied across the classes.

The curriculum places a strong emphasis on enriching pupils' everyday experiences. A good range of extra-curricular activities contributes well to pupils' enjoyment of school. Their good understanding of how to keep healthy is reflected in the achievement of the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Healthy Schools Award and Activemark and, in the eagerness with which they participate in sporting activities, such as those led by external sport coaches. Successful adaptations to the curriculum to raise attainment in writing, including extended opportunities for writing in other subjects, are helping to raise attainment. Opportunities for developing pupils' mathematical skills, for challenging thinking and motivating pupils are sometimes overlooked, especially when pupils complete too many worksheets.

Making sure that pupils are well cared for is a high priority. Good quality pastoral support is evident in daily practice. Pupils are confident that they feel safe. The appointment of the parental involvement worker and development of the role of the bilingual support worker has strengthened the work of the inclusion team. They, along with the good partnerships fostered with external support agencies, and with parents and carers, help to provide seamless support. This reflects the school's determination to ensure it provides for pupils' increasingly complex needs.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Making sure that pupils learn in a supportive and inclusive setting is a priority. The recent extension of roles within the inclusion team, for example, reflects the commitment of leaders to making sure that pupils are provided with equal opportunities. The effective leadership by the headteacher provides a very clear steer. Staff, parents and governors welcome her open and consultative approach. Senior leaders are extremely committed. Their extensive and frequent monitoring of the quality of provision identifies precisely and accurately where weaknesses remain. Changes in the procedures for assessing attainment and tracking pupils' progress are helping to spot where learning is too slow. Leaders are well aware that their next step is to develop the effectiveness with which they review pupils' progress information.

The quality of governance is satisfactory. Governors have a good understanding of the school's strengths and weaknesses, but are still developing their knowledge as to what they need to do to hold the school fully to account for all aspects of its work. At the time of the inspection, safeguarding procedures were found to be satisfactory. Pupils say that they feel safe, and parents and carers strongly agree. The school makes a satisfactory contribution to community cohesion. This reflects pupils' good understanding of the varying cultures within the school and the locality. Links with communities further afield, particularly globally, are still developing. Partnerships forged beyond school, such as,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

with local community organisations, nearby schools and external support agencies, and with parents and carers are good. Leaders have responded swiftly following recent consultation with parents and carers. This is why, for example, advanced plans are in place to improve arrangements to inform them about their children's progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start in the Nursery or Reception classes, their knowledge and skills, although varying from year-to-year, are similar to those expected for their age. Learning gets off to a successful start and children make good progress. This stems from the effective relationships fostered between home and school, the very caring relationships between adults and children and the provision of a good range of lively and stimulating activities in a welcoming learning environment. As a result, children currently in the Reception classes who attended the Nursery are working beyond the goals expected nationally for their age. Children's welfare and safeguarding is dutifully attended to and meets statutory requirements. Children's personal, social and emotional development are good.

Adults encourage children to behave well and develop confidence. Children work and play independently and collaboratively. Bilingual teaching support workers make an effective contribution to boosting essential language skills, particularly for children at an early stage of learning to speak English. Staff work well together and make effective use of the information they collect about children's very small steps in achievement. Although planned activities take a good account of children's varying needs, opportunities to fine-tune activities to precisely match individual needs in the Reception

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

classes are occasionally overlooked during whole-class teaching sessions. Nevertheless, effective leadership ensures that provision is adapted to boost achievement where it is needed most. As a result, children's skills are improving. Staff are working productively together in order to maintain the momentum of improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned questionnaires are supportive of most aspects of the school's work. They particularly appreciate that their children learn in a 'caring and encouraging environment'. They praise the contribution of the inclusion team who help their children when they are in need of additional learning or social and emotional support. Although parents and carers overwhelmingly agree that their children are kept safe, a very small minority expressed concerns about how the school deals with unacceptable behaviour. The inspectors judge pupils' behaviour, overall, to be good. Pupils who sometimes find it difficult to behave well receive effective support from staff and external support agencies. Most pupils say that behaviour is good and does not get in the way of their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cottingley Village Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 471 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	41	34	52	5	8	0	0
The school keeps my child safe	31	47	33	50	1	2	0	0
The school informs me about my child's progress	24	36	33	50	8	12	0	0
My child is making enough progress at this school	24	36	32	48	8	12	1	2
The teaching is good at this school	27	41	31	47	6	9	0	0
The school helps me to support my child's learning	25	38	35	53	4	6	0	0
The school helps my child to have a healthy lifestyle	22	33	35	53	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	23	36	55	6	9	0	0
The school meets my child's particular needs	24	36	33	50	4	6	0	0
The school deals effectively with unacceptable behaviour	15	23	36	55	11	17	0	0
The school takes account of my suggestions and concerns	15	23	38	58	8	12	0	0
The school is led and managed effectively	16	24	44	67	5	8	0	0
Overall, I am happy with my child's experience at this school	31	47	29	44	5	8	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 March 2010

Dear Pupils

Inspection of Cottingley Village Primary School, Bingley, BD16 1SY

Thank you for the warm and friendly welcome you gave us when we inspected your school. We enjoyed being part of your school community and finding out your views. You answered our questions thoughtfully and politely. I am writing to let you know what we find out. You go to a satisfactory school. The standards you reach by the time you transfer to secondary school are similar to those expected nationally. The rate at which you are learning is satisfactory, although it is good in the Nursery and Reception classes. We were particularly pleased to:

- see your good behaviour and attitudes to learning
- see how well you get on together and learn together in peace
- hear that you feel safe and that adults care take good care of you
- find out how much you enjoy taking on special jobs, such as 'junior first aid officers' and how you help improve your both your school and local area
- find out that you know just how important it is that you come to school every day and that more of you are now doing so.

I have asked that some further improvements are made to ensure that:

- you reach higher standards, particularly in mathematics, by giving you more chances to practise your skills in solving problems and giving you work that helps you to build on what you already know and can do
- you learn equally well across all the classes
- you make good progress when you are learning without the help of adults
- adults improve the way in which they check on your progress and are clear who is responsible for undertaking this work.

You can help by making sure that you tell your teacher if your work is too easy or too hard, by always checking what you still have to do to reach your learning targets, especially in mathematics and by always concentrating hard when you are working without the support of adults. Of course, you should also make sure that attend school every single day.

Yours sincerely,

Mrs Kathryn Dodd

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.