

# Cowling Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121388
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339928
<b>Inspection dates</b>	1–2 December 2009
<b>Reporting inspector</b>	Judy Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Maria McEwan
<b>Headteacher</b>	Mr Steven Smith
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Gill Lane Cowling Keighley BD22 0DF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff, groups of pupils, parents and carers, and classroom assistants. They observed the school's work and looked at school documents, including policies, files of assessments and progress tracking, the governing body's records, leaders' monitoring records, an extensive sample of pupils' work and local authority evaluations. They considered the 54 responses received from parents and carers to the Ofsted questionnaire, along with questionnaires completed by pupils and staff.

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

- the attainment and progress of all groups of pupils, particularly in writing
- the quality and consistency of teaching throughout the school
- the quality of all aspects of pupils' personal development
- how well the school meets the current requirements and regulations for child protection and safeguarding
- whether the areas identified for improvement at the last inspection have been fully addressed, and whether the strengths have been maintained or extended.

## Information about the school

Cowling is a small school with a Reception class and three other classes each combining two year groups. Most pupils come from the local village but a small minority choose to come to the school from outside the catchment area. Almost all pupils are of White British origin. Currently, the proportion of pupils with special educational needs and/or disabilities is slightly above average and the proportion eligible for free school meals is below average, but as numbers in the school are small these proportions change year by year. The school holds several awards including the Basic Skills Agency Quality Mark, Investors in People, Sport England Active Quality Mark for sport and physical education, National Healthy Schools status and the Special Educational Needs Quality Mark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils' behaviour and their spiritual, moral, social and cultural development are exceptional. The school provides a setting in which children learn from the earliest years to respect and value each other and their teachers. They hold the firm conviction that, 'We are all special and everyone is good at something,' and this underpins all aspects of school life.

Pupils achieve well. They enter the Reception class with skills and knowledge that are broadly in line with typical expectations, and leave at the end of Key Stage 2 with standards that are consistently above average in English, mathematics and science. The school has taken steps to improve the quality of pupils' writing, following the previous inspection, with some success and by the time they leave most pupils communicate clearly in writing and basic punctuation is good. The most able pupils reach above average standards in mathematics and science but the writing of a minority is average, partly because the school does not set high enough writing targets for these pupils.

Provision in the Reception class is good. Profiles of pupils' progress are kept meticulously and there is good evidence of their development through lively and enjoyable activities and a wide range of experiences. At present, there is no dedicated outdoor area for Reception pupils. An area of the playground is used for outdoor activities but these are necessarily limited. The school is aware of this and plans are well in hand to provide a dedicated space.

Teaching is good and some is outstanding. Teachers work closely with classroom assistants to ensure that all pupils are given work that matches their stages of learning. This is because teaching is guided by good systems that track pupils' progress accurately so that teachers have at all times a good knowledge of what each pupil needs to do next to improve. Number work is particularly well taught in all years.

Pupils' spiritual, moral, social and cultural development is very strong, not only because of the culture of valuing all, but because the school is good at identifying those pupils who have difficulty relating to others or valuing their own achievements. Good support for these pupils increases their self-esteem and enables them to make friends and integrate comfortably into school life.

Leadership at all levels is good. Responsibilities are equitably shared among teaching staff and good support and training given to those with limited experience. The school's self-evaluation is accurate and based on well-considered evidence. This, combined with the school's track record of development since the previous inspection, means that capacity for further improvement is good.

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

- Set more ambitious targets, especially for the more able, in writing in Key Stage 2, and ensure that these pupils are given challenging tasks to help them reach standards that match those of mathematics and science.
- Improve the outdoor area so that there is a place exclusive to Reception children where they can more readily explore practical activities with such materials as sand and water, and extend imaginative games through role play with a wider range of equipment.

## Outcomes for individuals and groups of pupils

2

Pupils enjoy learning and say – rightly – that teachers make lessons fun. All pupils learn well because they are keen, want to succeed, and have a good understanding of how well they are doing. They enjoy being challenged, especially in mathematics, and achievement is good overall. A small minority of the most able pupils do not reach the standards in writing of which they are capable because not enough demand is made of them, particularly in extended writing for different purposes. In mathematics and reading all pupils make good progress and the oldest pupils cope comfortably with ideas such as probability which are well above the levels expected for their age. They use information and communication technology (ICT) effectively to present and organise their work and have a good understanding of internet safety. Pupils with special educational needs and/or disabilities make good progress because there is careful planning for their individual needs, and they are sensitively supported by teachers and classroom assistants.

Pupils are confident, polite and very enthusiastic about their school. They are keen to contribute. All have jobs to do in the school and many take on responsible roles such as librarians and playground pals, with maturity and thoughtfulness well beyond their years. They treat each other with kindness and understanding and respect individual differences. They are very clear that racism in any form is abhorrent, state this emphatically and can explain their reasons. Bullying is rare but is dealt with promptly and pupils have an excellent understanding of the causes of bullying and the need for all to have friends. Pupils say they feel safe in school and they adopt safe practices in lessons and when playing outside.

Pupils have a good sense of community within the school. They recognise the school's place in the local community where they are involved in a number of activities including village concerts, the village fair and designing a local skateboard park. Knowledge of the wider community is growing. Pupils were enthusiastic about the Diwali day held recently, and have an increasing knowledge of other faiths and customs. Attendance and punctuality are good.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Pupils' good progress is due to good teaching at all stages. There is a consistency to teaching born of shared goals and experience throughout the school so that transition from one class to another is seamless and pupils settle quickly and adapt to change. Teachers plan carefully. They take full advantage of the wider than usual age range in their classes so that younger pupils who are making faster progress can work with older ones, and older pupils who need to work more slowly can work with younger ones. Progress is assessed accurately and the information used well to support those who need it and extend and challenge those who can work faster. The school has introduced the most recent national assessment system for tracking pupils' progress and already it is giving teachers more accurate knowledge of how pupils are doing and what they need to teach next. Work is marked in detail and refers to pupils' targets, so that pupils know how well they are doing and what they have to do to improve.

The curriculum is well planned to cover statutory requirements and is enriched by trips, visitors and additional specialist teaching for music and drama. Curriculum plans are suitably based on a two-year programme to accommodate the two year groups in each class. An annual residential visit shared with two other schools enables pupils to mix with children from different backgrounds, and there are many full-day activities that focus on the life and customs of other people. ICT skills are taught as a separate subject as well as being reinforced through being integrated into the curriculum. There are

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

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some opportunities for pupils to use control and sensing equipment but these are limited.

The care, support and guidance for pupils are good. Parents and carers, and pupils say the school is like a family where everyone is known well. Help for the most vulnerable pupils is sensitively provided and the school keeps meticulous records of pupils' different situations and needs.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The school is well led. The leadership team has clear ideals based on an accurate picture of the school's strengths and the areas it needs to develop. Parents and carers, staff and pupils have embraced these ideals and, as a result, the school is thriving and numbers are growing. Teachers are supported and enabled to take on additional responsibilities. Consequently, they are enthusiastic and committed. The governing body is well organised and thorough in its work to support the school and to question decisions. Finances and resources are well managed and the school gives good value for money. The development plan identifies most priorities correctly although its format is not always sufficiently concise. Equality of opportunity underpins all aspects of the school's work. The leadership team is committed to promoting community cohesion. It has correctly evaluated the current provision as good, and has good plans to extend opportunities further through closer links with other communities. The leadership team is meticulous in the correct observance of recruitment and child protection arrangements. The school site is well cared for and was inspected recently for health and safety provision. An issue about the security of the entrance gate was identified during the inspection and put right immediately.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Reception class make good progress in reaching and in some cases exceeding the early learning goals by the end of the year. Children enjoy the stimulating and well-managed learning environment in which staff make learning exciting. For example, children's thinking skills and vocabulary were extended through thinking of ways to cross an imaginary crocodile pond.

The curriculum is well planned and good classroom management enables children to learn independently. As a result, they become self-reliant from an early age and their behaviour is outstanding.

The indoor area is spacious and well used. The outdoor area is not as good because there is no dedicated area for Reception children and this limits the equipment that can be used routinely. The school recognises this and has plans to establish a suitable space.

The Reception class is well led and managed. Planning is good and staff work well together with shared planning and assessment. Tracking systems are good and straightforward to use.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 returned 54 questionnaires. Some of these were from parents and carers with more than one child in the school. The responses were overwhelmingly



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positive and several included comments to say how well their children were doing at the school.

Several parents and carers also spoke to the inspectors and expressed similar views. A very small minority commented negatively about site security and the lack of challenge for the more able pupils. Inspectors ensured that the security issue was dealt with immediately and agreed in part that the more able pupils are not always sufficiently challenged to improve their writing.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cowling Community 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 inspector received 54 completed questionnaires by the end of the on-site inspection. In total, there are 116 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	66	15	28	1	2	0	0
The school keeps my child safe	41	77	12	23	0	0	0	0
The school informs me about my child's progress	25	47	26	49	1	2	0	0
My child is making enough progress at this school	31	58	19	36	2	4	0	0
The teaching is good at this school	39	74	14	26	0	0	0	0
The school helps me to support my child's learning	32	60	19	36	1	2	0	0
The school helps my child to have a healthy lifestyle	38	72	14	26	1	2	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)	34	64	15	28	2	4	0	0
The school meets my child's particular needs	40	75	12	23	1	2	0	0
The school deals effectively with unacceptable behaviour	34	64	16	30	1	2	0	0
The school takes account of my suggestions and concerns	30	57	20	38	2	4	0	0
The school is led and managed effectively	42	79	10	19	1	2	0	0
Overall, I am happy with my child's experience at this school	40	75	13	25	0	0	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



03 December 2009

Dear Children and Pupils

Inspection of Cowling Community Primary School, Keighley, BD22 0DF

Thank you for making my colleague and me so welcome when we inspected your school recently. We very much enjoyed talking to you, sharing your lessons and looking at your work. We could see that you enjoy school so much because you are like a warm happy family where everyone is cared for and where activities of all kinds are fun. You enjoy your lessons because teachers make them interesting and encourage you to think for yourselves. We think you make good progress in your work, particularly in number work. You are also exceptionally good at respecting others and understanding how everyone is special and important. We think that there are two things that will make your school even better. They are:

- to improve your writing even more, especially for those of you who are quite good at writing already, because we think you could be better still
- to have an outdoor area for Reception children that is especially for them so that they can have more interesting equipment to use and learn with.

We know you will continue to do your best and try even harder with your writing.

With very best wishes to you all for the future.

Yours sincerely

Mrs Judy Jones

Lead inspector

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