

Cononley Community Primary School

Inspection report

Unique Reference Number	121387
Local authority	North Yorkshire
Inspection number	380227
Inspection dates	24–25 January 2012
Lead inspector	Katharine Halifax

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Joan Nicholson
Headteacher	Debbie Cooksey (Acting)
Date of previous school inspection	14 March 2007
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Introduction

Inspection team

Katharine Halifax

Additional inspector

This inspection was carried out with two days' notice. The inspector observed five teachers teaching eight lessons, of which one was a joint observation with the acting headteacher. In addition, the inspector and acting headteacher toured all of the classrooms looking at how displays promote learning in mathematics. Meetings were held with groups of pupils, representatives of the governing body, parents and carers, and school staff, including senior managers. The inspector observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the governing body. She heard pupils from Years 1, 2 and 6 read, and analysed 70 parental and carers' questionnaires. The inspector took account of the responses to the on-line questionnaire (Parent View). She also analysed questionnaires completed by pupils and staff.

Information about the school

This smaller than average primary school serves a rural community. The majority of pupils are of White British heritage. A handful of pupils come from other White backgrounds, and there are a few pupils who are Indian, Pakistani or of White and Black Caribbean mixed heritage. The proportion of disabled pupils and those who have special educational needs varies considerably from year to year, but is below average overall. The proportion of pupils known to be eligible for free school meals is below average. The school meets the current floor standard set by the government. The school has achieved the Inclusion Quality Mark, the Activemark, and has been awarded Healthy School and Eco School status.

The school has experienced considerable changes since the last inspection. There has been a change of headteacher and deputy headteacher. A further change occurred at the start of the spring term in 2012 with the deputy headteacher leading the school for one term. In January 2011, the school suffered significant damage following a flood. This necessitated closure for two weeks while temporary accommodation was brought to the site. Staff and pupils were in the temporary accommodation for one term.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. In addition to enabling pupils to make good progress academically, outstanding provision for spiritual, moral, social and cultural development enables pupils to make very good gains in their personal development.
- Achievement is good. The skills of children entering the school are typical of their age. Children make very good progress in the Reception class. Progress through Key Stage 1 is good, so by the end of Year 2 attainment is above average. Pupils make good progress in Key Stage 2. Attainment by Year 6 is well-above average overall. Attainment in English and science is high. However, in Key Stage 2 pupils do not attain as highly in mathematics as they do in English. As a consequence of the school’s computers being damaged in the flood and not replaced until very recently, pupils are having to make up for lost time in information and communication technology (ICT) .
- Behaviour is good and pupils have a good understanding of keeping safe. At 97%, their attendance is well-above average. Alongside their good achievement, this sets them in good stead for the next stage of their education.
- Teaching is good. Teachers make learning enjoyable and successfully cater for the wide pupil ability range in their lessons. Skilled support assistants make a considerable contribution to the progress of those pupils who learn more slowly, and disabled pupils and those who have special educational needs. The teaching of literacy is strong but that in mathematics is not always so effective.
- Leadership and management are good. The effective interim leadership team of the acting headteacher and acting deputy headteacher is continuing to move the school forward. Leaders’ efficient management of the substantial building work following the flood enabled the school to run with minimum disruption to learning.

What does the school need to do to improve further?

- Raise attainment in mathematics in Key Stage 2 to match that achieved in English by:
 - ensuring ‘mental maths’ sessions are lively and make pupils think
 - ensuring displays support learning in mathematics
 - ensuring marking identifies how pupils will progress
 - providing more opportunities for pupils to use and apply their mathematical knowledge in other subjects.

- Increase pupils’ skills and use of ICT by:
 - conducting an audit of staff’s skills and providing the necessary training
 - ensuring assessment systems record the progression in pupils’ knowledge and skills
 - ensuring the ICT development plan is linked to raising attainment
 - providing more opportunities for pupils to use and extend their skills in other subjects.

Main Report

Achievement of pupils

Inspection findings endorse the views of parents and carers that pupils make good progress. At the end of Key Stage 2, attainment is well-above average. In lessons, pupils enjoy their learning. They pay attention, are keen to set about their work and do so enthusiastically. Occasionally in mathematics lessons where tasks are not so exciting they are not quite so enthusiastic.

As the result of outstanding provision in the Early Years Foundation Stage, children make remarkable progress. By the end of Reception, many children exceed the expected level in all the required areas of learning. From a young age, pupils acquire a wide range of strategies to make progress in their reading. By the end of Year 2, attainment in reading is well-above average with pupils reading and understanding a variety of simple fiction and non-fiction texts. By Year 6, attainment in reading is high. Pupils use their skills well to research topics such as ‘Kings and Queens’. Furthermore, the majority of pupils love reading, confidently discussing a range of authors and texts. Pupils at Key Stage 1 make equally good progress in mathematics. While pupils at Key Stage 2 acquire mathematical knowledge and skills at a good rate overall, some take too long to work out their answers in their head, and others are reluctant to commit their workings to paper. Attainment in science is high. As a consequence of effective links with a local secondary school and specialist teaching for Years 5 and 6, pupils speak perceptively and with enthusiasm about their work in, for example, micro-organisms, or evaporation, or how they used their knowledge of circuits to construct a torch.

Leaders have worked hard to narrow gaps in attainment between different groups of pupils. For example, the gap between the attainment of boys and girls at Key Stage 1 in reading and writing has almost been eradicated. There are no significant

differences in the attainment and progress of pupils of different ethnic heritage. Taking account of individual starting points, the achievement of disabled pupils and those who have special educational needs is similar to that of their classmates. Through activities such as the chess club and sporting clubs, pupils with a gift or talent are helped to flourish. Similarly, encouraging pupils who play the flute, piano or guitar to perform in assemblies enable those with a talent in the performing or expressive arts to blossom.

Quality of teaching

Inspection findings endorse parents' and carers' views that teaching is good. The teaching of literacy is strong. Teachers conduct their lessons with a sense of urgency. They have an excellent knowledge of the subjects they teach. They plan the curriculum well and make learning fun. For example, pupils in Key Stage 1 produced some exceptional openings to their pirate story using imaginative vocabulary and good sentence structure as they were inspired by their teacher's humorous, informative introduction. However, mathematics lessons in Key Stage 2 are not always conducted at the same pace or with the same imaginative approach. While some lessons start with a 'mental warm up' this is not always so. Some activities are conducted too slowly; this reduces pupils' ability to reason and think quickly. Classroom displays are rich in language and support the teaching of literacy well. Similarly, science investigation areas contribute to high attainment. While there are some mathematical displays, these are often uninspiring, and rarely linked to real-life situations. Furthermore, there is no equipment readily available to encourage pupils to investigate and solve mathematical problems nor are there sufficient opportunities for them to use and apply their mathematical knowledge in other subjects.

Teacher assessment is accurate and recorded well in most subjects, though there is no system to record the progression of skills in ICT. The marking of pupils' work in literacy is of a high standard and is aiding progress. While mathematics books are marked conscientiously, there are very few comments to help pupils improve their work. Teachers use interactive whiteboards effectively to motivate pupils and to illustrate a teaching point. With a lack of computers until recently, some staff have not kept up with the fast pace of developments in technology. As a consequence, some have limited skills and opportunities are missed to use ICT to enhance learning in other subjects. Through classroom routines and careful planning, teachers promote pupils' spiritual, moral, social and cultural development well. For example, when compiling biographies, Year 6 considered the character traits that influenced the work of the author Robert Swindells.

Behaviour and safety of pupils

Parents, carers and pupils agree that behaviour is good. The behaviour of the majority is impeccable, but pupils' attention occasionally wavers when the quality of teaching lacks pace in mathematics. Pupils are fully conversant with the 'traffic light system' and their teachers' expectations. The behaviour of those with complex or emotional needs has improved significantly because of well-thought-out programmes. A very small number of parents and carers made comments about bullying. Pupils say they feel safe in school and that incidents of bullying are rare and

are dealt with quickly. School records identify some inappropriate behaviour that was suitably dealt with. There have been no exclusions or racist incidents for many years. Pupils are respectful, courteous and have excellent relationships with adults. They carry out their responsibilities conscientiously, as when Year 6 pupils ensured others play in the correct 'zone' each break time.

Pupils respond exceptionally well to the provision for their spiritual, moral, social and cultural development. Through clubs, visits, residential sessions, and work in personal, social and health education, they are prepared exceptionally well for life. Pupils are justifiably proud of their work with their link school in Sierra Leone. The garden project, being carried out simultaneously in both countries, has elicited a deeper understanding of their responsibilities as citizens, including growing and buying locally grown produce to keep 'air miles' to a minimum. Pupils have an outstanding understanding of keeping safe and link this to their community. For example, they know the risks of playing near the canal and river. Equally, they understand the dangers presented by the nearby railway.

Leadership and management

Prior to their appointment, the interim leadership team had already gained the respect of colleagues as managers, and as teachers. This has grown as they prove themselves in driving school improvement. Robust systems enable teachers to check the progress of individual pupils and quickly identify gaps in learning. Through termly progress meetings between the leadership team and each class teacher, challenging targets for each pupil, and additional activities or support for pupils who have gaps in their learning, contribute to raised attainment. Professional development is effective and linked to the school's priorities.

Governance is good. Though a number of members are new to the governing body, they have an excellent understanding of their role, and are not afraid to raise questions, for example about attainment in mathematics. They have used the budget effectively to provide single-age classes for Years 5 and 6. Good procedures are in place to ensure all adults have an in-depth understanding of safeguarding pupils. Valuable links with a wide range of health and other professionals ensure the well-being of pupils who are experiencing difficulties in their personal lives. Equality of opportunity and the celebration of diversity are promoted well.

The curriculum is good. Suitable time is given to key subjects, and small-group and individual work as appropriate are used effectively to raise the attainment of pupils who learn more slowly. Through meticulous planning, teachers ensure pupils of different ages in the same class do not miss out on topics and make good progress in the knowledge and skills they acquire. Pupils respond well to the excellent provision for their spiritual, moral, social and cultural development. For example, most arrive well before school officially starts for 'thinking skills' sessions where they work together to, for example, suggest solutions to everyday problems. In addition, assemblies such as 'Going for Goal' engender a sense of community and purpose as well as driving home moral issues. Pupils are given first-rate opportunities to appreciate diversity. Communications with their partner school in Sierra Leone give pupils an appreciation of the similarities between Christianity and Islam, while numerous visits and visitors give pupils an insight into the world faiths and cultures.

Leaders and managers have successfully built on the school's strengths. Teaching is good in all age groups. Attainment in writing has improved, as it has in science. Self-evaluation and development planning mostly match the school's priorities, although the plan for ICT is not linked to raising attainment. The good teaching coupled with the staff's knowledge and enthusiasm gives the school good capacity to continue to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 January 2012

Dear Pupils

Inspection of Cononley Community Primary School, Keighley, BD20 8NA

First, may I say what an enjoyable time I had when I visited your school. Thank you for talking to me and making me feel so welcome. Thank you, too, for showing me around the school. I must admit, this is the first time I have been escorted round the grounds by a live turkey! I especially enjoyed hearing all about your visits and your achievements. It was clear from our chats and the questionnaire replies I received from you and your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school provides you with a good education. As the result of good teaching and a well-thought-through curriculum, your achievement is good. You receive very good care and support, especially those of you who have problems in your lives or who have special educational needs. As well as working hard, you have a positive attitude to everything the school offers. You enjoy lessons, clubs, and visits out of school. You are well behaved. This is because you have good leaders. They coped extremely well with the disruption caused by the flood.

Here are some areas I have asked your leaders to consider to make your school better.

- In Key Stage 2, you attain high standards in reading and writing; now all of you need to reach similar high standards in mathematics.
- Because of flood damage to the computers, you have missed a year of ICT so now you need to make up for lost time.

I know you will do all you can to help your teachers and I wish you every success in the future.

Yours sincerely

Katharine Halifax
Lead inspector

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