

Inspection of a good school: Cottingham Church of England Primary School

Berryfield Road, (Near Corby), Market Harborough, Leicestershire LE16 8XB

Inspection date:

20 March 2024

Outcome

Cottingham Church of England Primary School continues to be a good school.

The headteacher of this school is Ashley Scott. This school is part of Peterborough Diocese Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ruth Walker-Green, and overseen by a board of trustees, chaired by Margaret Holman.

What is it like to attend this school?

Cottingham Church of England Primary is a happy and caring school with a strong sense of community. As one pupil shared: 'There is always something different or fun happening here. We don't just have lessons; this week we have had a PTFA candy floss sale to raise money for charity.'

The school is ambitious. It wants all pupils to achieve well and to make good progress. This aspiration includes pupils with special educational needs and/or disabilities (SEND). The school values the wider development of pupils. Trips, experiences and visitors are planned carefully to enhance learning.

Behaviour is a strength. Staff and pupils consistently live out the school's values. Relationships are positive and nurturing. Pupils are respectful to each other and staff. They are polite and well mannered.

Pupils show high levels of engagement in lessons. They listen intently and are eager to ask and answer questions. Pupils show pride in the work that they produce. They are proud of the various roles that they take on to support each other, including being a member of the 'Magnificent minds' or 'Sports crew'. Pupils value the opportunities to develop their leadership skills. For example, older pupils take an active role in leading collective worship.

What does the school do well and what does it need to do better?

Children get off to a strong start in the Reception Year. They have the opportunity to explore their own interests and learn through play. The provision is well resourced and organised across all areas of learning. Relationships between staff and children are warm and nurturing. Children show high levels of independence. They maintain concentration for sustained periods of time. Adults interact skilfully with children. They support and guide by 'interacting' but not 'interfering' with their learning through play. Children are well prepared for key stage 1.

Leaders prioritise early reading. Staff are well trained to deliver the phonics programme. The interventions in place enable pupils to 'keep up'. The key stage 2 reading curriculum is in the process of being improved. The school has invested in a wide range of books for pupils to study in lessons. Story time is described as 'sacred' and is never missed. Both pupils and staff enjoy this part of the day. The library is well resourced. Pupils in the 'Reading Squad' enjoy helping other pupils to select books to read. Pupils regularly review the books that they have read. They are eager to engage in conversations about books and authors.

The school has high expectations of all pupils in mathematics. Pupils are taught to become fluent in number, to solve problems and to give reasons for their answers. Teachers have good subject knowledge. They emphasise key mathematical vocabulary and encourage pupils to use this in their work. Teachers skilfully select resources that help pupils to understand place value, which supports their learning in how to calculate.

Pupils with SEND achieve well. They are well supported in lessons. Teachers use a range of resources that enable pupils with SEND to access an ambitious curriculum. The school works with external agencies effectively. Leaders use specialist advice well to support all pupils. Those who are at the earliest stages of learning the curriculum are well supported.

Pupils access a broad range of subjects. Teachers plan and deliver ambitious lessons that build pupils' knowledge and skills cumulatively. The school has recognised that, in a small number of subjects, the curriculum does not make clear the precise content that pupils are expected to know and remember. This means that some pupils have gaps in their knowledge. Teachers are unable to check as precisely as they could on how well pupils are learning the curriculum. The school is in the process of addressing this.

The school prepares pupils well for life in modern Britain. Pupils have an age-appropriate understanding of fundamental British values and the protected characteristics. They have an age-appropriate understanding of different types of relationships and families. Pupils access and enjoy a wide range of clubs. They value the opportunity to go on residential trips and take part in musical performances.

The school is well led and managed. Those with responsibility for governance fulfil their statutory duties. Staff acknowledge that, in this small school, they each have several

responsibilities. However, they feel well supported regarding workload and well-being. Subject leaders value the opportunities they have to work with colleagues from across the trust. Staff feel very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not make fully clear the precise content that pupils are expected to know and remember. This means that some gaps in pupils' knowledge have emerged and teachers are unable to precisely check on how well pupils acquire the curriculum. Leaders should ensure that the curriculum for all subjects is embedded and that teachers use consistent assessment methods to check that pupils are knowing and remembering more of the intended curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Cottingham Church of England School, to be good in February 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142661
Local authority	North Northamptonshire
Inspection number	10324184
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Board of trustees
Chair of trust	Margaret Holman
CEO of the trust	Ruth Walker-Green
Headteacher	Ashley Scott
Website	www.cottinghamprimary.co.uk
Date of previous inspection	3 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of Peterborough Diocese Academy Trust.
- The school does not currently use any form of alternative provision.
- The school is part of the Diocese of Peterborough. The most recent section 48 inspection of the school, which is an inspection of the school's religious character, took place on 15 November 2017.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.

- The inspection team carried out deep dives in reading, mathematics and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and reviewed samples of pupils' work.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors met with leaders responsible for behaviour, personal development, and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan. The inspector met with members of the local governing body and trust board.
- Inspectors met with the director of education, academy improvement officer and the chief executive of the trust.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, including any free-text comments, as well as the results of Ofsted's survey for school staff.

Inspection team

Luella Manssen, lead inspector

Ofsted Inspector

Mark Anderson

His Majesty's Inspector

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