

# Codnor Community Primary School Church of England Controlled

## Inspection report

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<b>Unique reference number</b>	131156
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	381310
<b>Inspection dates</b>	1–2 May 2012
<b>Lead inspector</b>	Terry McDermott

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Moss
<b>Headteacher</b>	Steve Bower
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Whitegates Codnor Ripley DE5 9QD
<b>Telephone number</b>	01773 742537
<b>Fax number</b>	01773 745690
<b>Email address</b>	info@codnor.derbyshire.sch.uk

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<b>Age group</b>	3-11
<b>Inspection date(s)</b>	1–2 May 2012
<b>Inspection number</b>	381310



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## Introduction

Inspection team

Terence McDermott Additional Inspector

Renee Robinson Additional Inspector

Paul Delbridge-Smith Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 25 lessons taught by nine teachers for a total of approximately eleven hours. Meetings were held with groups of pupils, staff and members of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, listened to pupils read, looked at the school's methods for tracking pupils' progress and at a range of school documents, including its policies, minutes of governing body meetings, monitoring records and samples of pupils' work. Responses from 104 parents and carers to the Ofsted questionnaire were considered, along with questionnaires completed by staff and pupils.

## Information about the school

The school is larger than the average-sized primary school. Some pupils in Year 1 work in a mixed-age mixed-ability class with children from the Reception class. Other pupils in Year 1 work with pupils from Year 2 in a separate mixed-age mixed-ability class. Almost all pupils are White British. The proportion of pupils from minority ethnic heritages is low. There are no pupils learning English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportions of disabled pupils, those who have special educational needs, including those supported at school action plus or who have a statement of special educational needs are below average. The school meets current floor standards which set the national minimum expectations of pupils' attainment and progress. The school has Healthy Schools status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The school is not outstanding because there is not enough excellent teaching to produce outstanding learning, and there are inconsistencies in teaching at Key Stage 2, especially in English. The overwhelming majority of parents and carers express full confidence in its work. Pupils’ behaviour is outstanding. This is because of the school’s relentless focus on high standards of politeness, tolerance and respect. Teaching throughout Early Years Foundation Stage and Key Stage 1 is consistently good. Pupils’ spiritual, moral, social and cultural development is good.
- Achievement is good. From below-average starting points, pupils make good progress through the school to reach standards above the national average in mathematics and English by the end of Year 6. The school’s accurate and easy-to-use tracking system indicates that no group of pupils underachieves.
- Teaching is good overall. Relationships between adults and pupils are excellent. Most lessons encourage pupils to find things out for themselves. Pupils like working in this way. Marking is satisfactory but does not always tell pupils what they need to do to improve. On some occasions, particularly in Key Stage 2, pupils do not have enough practice at working independently.
- Pupils are unfailingly thoughtful and very considerate. They cooperate exceptionally well when working or playing in groups. Parents and carers are unanimous that the school keeps their children safe. Pupils say that bullying rarely happens, and that they enjoy school immensely. They attend school well.
- Leadership and management are good. Actions taken to improve the quality of learning in Early Years Foundation Stage and in Key Stage 1 have been notably successful. Effective procedures for the management of performance are followed well, however leaders do not always check rigorously enough on the quality of learning taking place in classrooms.

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

- Increase the proportion of teaching that is good or better, particularly in English in Key Stage 2, by:
  - giving pupils more opportunities to work completely independently
  - ensuring that marking gives clear guidance about what pupils need to do next to improve the standard of their work
  - ensuring that leaders measure objectively the amount of learning taking place in lessons.

## Main report

### Achievement of pupils

Most children join the Nursery with skills and understanding that are below expectations. They settle in very easily because of the good links between the school and families. They learn quickly to cooperate, sharing equipment well, and working and playing in harmony. They make good progress in developing their communication skills because adults constantly engage them in imaginative discussions. The good relationships they develop are consolidated and extended as they move through the school. This underpins their excellent behaviour and good spiritual, moral, social and cultural development over time.

Basic reading skills are taught frequently and well. This is driving up pupils' attainment in reading. By the end of Year 2, pupils' attainment in reading is above average. Pupils read regularly and enthusiastically, and are delighted when asked to read aloud. By the end of Year 6, attainment in both reading and writing is about a half a term ahead of the national average. Attainment in mathematics is about two terms ahead of the national average. This represents good progress in mathematics in Key Stage 2 in relation to pupils' starting points. Rearrangements to the curriculum are being made to address any unevenness between subjects. All pupils, including disabled pupils and those who have special educational needs, make progress at least in line with that found nationally, irrespective of their starting points. Most groups make good progress, particularly in mathematics. The overwhelming majority of parents and carers who responded to the questionnaire rightly feel that their children make good progress.

Learning in lessons is consistently good in the Early Years Foundation Stage and in Key Stage 1. It is good overall in Key Stage 2. Relationships between adults and pupils are excellent. Pupils have positive attitudes to learning. They are always keen to find things out for themselves. They sustain their concentration well when responding independently to challenges set by their teachers. They listen carefully to their peers' different views and opinions. This helps them to deepen their understanding by considering alternatives.

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## Quality of teaching

Parents and carers are correct in their belief that teaching is good. Many examples of good or better teaching were seen in all phases of the school, but examples of satisfactory teaching were also seen, mainly in Key Stage 2. This inconsistency explains why pupils' achievement is good rather than outstanding. Outstanding lessons are characterised by a rapid series of demanding, often competitive practical tasks, carefully matched to individual pupils' learning needs. Their curiosity and interest aroused, pupils respond with sustained efforts to meet the challenges they have been set. This was seen to excellent effect in an outstanding Year 2 mathematics lesson. Pupils rapidly extended their numerical and financial understanding by independently selecting the smallest number of coins needed to purchase everyday products such as ice creams and drinks. Pupils shared their ideas thus increasing their oracy skills and deepening understanding. Suggestions for reducing the number of coins in circulation included the introduction of a 40 pence piece! Their concentration on working independently to complete challenging individual tasks was total. Their learning was outstanding.

Well-resourced classrooms raise pupils' awareness of the world around them and support their good spiritual, moral, social and cultural development. The well-planned curriculum leads to well-organised lessons where teachers make clear to pupils what they are going to learn. Teachers often ask direct questions, seeking opinions but always with explanations. Pupils are happy to give their views and share their thoughts because they know their opinions are valued. Teaching assistants are deployed flexibly and play an effective role in supporting and challenging different groups of pupils. This, along with tasks that are tailored to their needs, ensures that disabled pupils and those with special educational needs make the same good progress as their peers. Occasionally, the pace of learning slows when all pupils are expected to listen to the same explanation or are given similar tasks, regardless of their ability. Sometimes, older pupils' supposed independent working is unnecessarily overlaid with verbal guidance from teachers. The marking of pupils' work is regular but too often only perfunctory. It does not always give enough guidance on what pupils need to do to improve.

## Behaviour and safety of pupils

Pupils' attendance is above average, significantly so in Key Stage 2, because, they say, 'We've got lots of friends here,' and, 'We like our teachers'. Behaviour is excellent throughout school as parents, carers and pupils themselves maintain. Pupils explain confidently how they know they are safe in school. They can outline the potential dangers they may face outside the school, and how to deal with them. Parents and carers have extremely positive views about pupils' safety and, without exception, feel their children are well looked after. Pupils agree they are very safe. They have an excellent understanding of different types of bullying, and say that instances of any kind are rare, and swiftly dealt with. Pupils set high standards for themselves, and regard calling out answers in class as poor behaviour. Parents and carers are certain that any incidents are swiftly and appropriately dealt with. Links

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with parents and carers are strong, and provide very solid grounding for the excellent relationships between pupils and staff found throughout school. Values of cooperation, tolerance and understanding are consistently modeled by adults throughout the school. This creates a very calm environment for learning. As a result, pupils are considerate to each other, to visitors and to pupils in other parts of the world. Links with schools in Mozambique and Japan consolidate this. They leave school as considerate young citizens well prepared for their future lives.

## **Leadership and management**

The calm leadership of the experienced headteacher has ensured stability during times of recent change. He is well supported by the wider leadership team. Phase leaders are open-minded and thoughtful. They form part of a leadership group well able to sustain developments in times of change. This is because they have engaged fully in continuing professional development to enhance their evaluation skills, although these are not always applied with sufficient objectivity when measuring learning.

The governing body has high aspirations for the school. Its members are active, knowledgeable and hard working in supporting the school. They know the strengths and weaknesses of the school well. They ensure that the school's procedures for safeguarding meet current government requirements.

The curriculum is good overall, and the personal and social education aspects are outstanding. This is demonstrated in pupils' excellent behaviour. A large proportion of the school's work is planned around topics, which always have a strong element of realism. They provide many opportunities for pupils to practise their mathematical skills, and increasingly their reading and writing skills, in a range of contexts. A good range of well-attended extra-curricular activities, including sport and subject boosters, take place during and after the school day. Pupils say they like the chance to work with their teachers and teaching assistants outside the normal classroom environment. The Early Years Foundation Stage provides a language-rich learning environment, with well-planned activities for children to choose from. There are many opportunities for all groups of pupils to take responsibilities as, for example, playground leaders or fund raisers, to extend their spiritual, moral, social and cultural awareness skills. Good partnerships with its community, with other schools locally, and further afield in Mozambique and Japan, and with a wide range of external professionals, support pupils' learning well. These partnerships help ensure that every pupil, including those whose circumstances and other needs make them potentially vulnerable, is able to benefit from all that the school offers. They reflect the school's success in promoting equal opportunities and tackling discrimination.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



3 May 2012

Dear Pupils

**Inspection of Codnor Community Primary School Church of England Controlled, Ripley, DE5 9QD.**

Thank you for making us so welcome when we inspected your school recently. We enjoyed visiting you in your lessons and talking with you. We were particularly impressed with your unfailing politeness and good manners, and the way you get on so well with each other and with the adults in your school. You pay good attention to the teachers and to each other in lessons.

We found that Codnor is a good school. It is well led by your headteacher. The way in which the school helps you to build your self-discipline means that your behaviour is excellent. We found that your spiritual, moral, social and cultural development is good. Good teaching helps you to make good progress, especially between Nursery and Year 2, and in mathematics between Year 3 and Year 6.

However, we also found that the school could some things better. These would help you to learn even more than you do now. So we have asked the adults who run the school to make lessons, especially in English between Year 3 and Year 6, better by:

- giving you more opportunities to work entirely unaided
- making sure that when marking your work, teachers tell you clearly what you need to do next to improve
- checking more often and more closely that you are actually learning as much as you should be in lessons.

You can help your school to get better by telling your teachers, politely of course, if you find the work you are given is either too easy or too hard and by continuing to enjoy learning as much as you do now. Good luck for the future.

Yours sincerely

Terry McDermott  
Lead inspector

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