

Coddington CofE Primary and Nursery School

Brownlows Hill, Coddington, Newark, NG24 2QA

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has many strengths and does some things particularly well. Leaders and managers have established a highly cohesive school community, with a strong ethos that promotes the spiritual, moral, social and cultural development of the pupils very well.
- The school's very effective work on the pupils' spiritual, moral, social and cultural development leads to pupils' behaviour being predominantly good. The result is a calm and orderly school, characterised by generally respectful relationships. Pupils are friendly, inquisitive, polite and well-mannered.
- The school is, justifiably, held in high regard by many parents and carers.
- Leaders and managers work continuously and systematically to improve the quality of teaching. As a result, the quality of teaching is typically good. In most cases, the teaching captures the interest of the pupils and imbues them with positive attitudes to learning.
- Consequently, the pupils' achievement is good. Pupils make at least the progress that might reasonably be expected, given their starting points, and reach standards in literacy and numeracy that are above the national average and sometimes well above.
- Provision in the early years is good. The quality of teaching, combined with a stimulating environment and good range of learning opportunities, prepares the children well for the transition to Key Stage 1.

It is not yet an outstanding school because

- There remain some variations occasionally in the quality of teaching, which restrict the progress that the pupils are able to make. The most-able pupils are not provided consistently with sufficiently challenging work, to enable them to make as much progress as they could.
- A minority of parents is not satisfied with the information the school provides about the progress of their children.
- Not all aspects of the school's work are analysed and evaluated with equal rigour. Records are not always kept as completely as they should be and, when that is the case, it inhibits leaders' and managers' ability to analyse and evaluate the relevant aspects of the school's work as rigorously as possible.

Information about this inspection

- The inspectors observed 25 lessons, including two jointly with the headteacher. They carried out other visits to classrooms to check on the pupils' work and behaviour. They listened to pupils reading and scrutinised examples of the pupils' work. They observed assemblies, small-group sessions, and examples of individual support for pupils.
- The inspectors held meetings with leaders and managers, representatives of the governing body, and other members of staff. They spoke by telephone with a representative of the local authority. They analysed questionnaires completed by 14 members of staff. They spoke with many pupils, in groups, in lessons, and around the school.
- The inspectors checked the 93 responses on Parent View, spoke with parents at the beginning and end of school, and took account of three letters written by parents to the lead inspector. A further two emails were received after the inspection, but were read by the lead inspector.
- The inspectors looked at a range of documentation, including the school's development and action plans, policies, records relating to the support provided by the school to individual pupils, records relating to the pupils' behaviour, the school's information on the pupils' achievement and attendance, safeguarding documents, and records of the meetings of the governing body.

Inspection team

Clive Moss, Lead inspector

Her Majesty's Inspector

Roary Pownall

Her Majesty's Inspector

Jane McKay

Additional Inspector

Full report

Information about this school

- The school is much larger than the average primary school.
- The proportion of disabled pupils and those with special educational needs is well below average.
- The proportion of pupils eligible for the pupil premium (additional funding from the government) is well below average.
- The proportions of pupils from minority ethnic groups and of pupils who speak English as an additional language are well below average.
- Some of these group sizes are very small and, within individual year groups, may be as few as one pupil.
- Early years provision is part-time in the Nursery and full time in the Foundation classes.
- The school meets the current government floor standards for the progress and attainment of pupils.

What does the school need to do to improve further?

- Remove the remaining variations in the quality of teaching and, in particular, ensure that work for the most-able pupils enables them to make the progress of which they are capable.
- Analyse and evaluate the impact of all aspects of the school's work rigorously and in depth.
- Work with parents and carers to ensure that they all get the information they need to support their children's learning as fully as possible.

Inspection judgements

The leadership and management are good

- The headteacher sets high expectations for the school. She leads from the front and has established a strong culture and team ethos that is palpable. She has gained the trust and commitment of both the staff and the pupils.
- As a result, she is supported ably by a committed and active team of senior and middle leaders. The performance management of the staff is thorough and, linked with a well-conceived and coherent approach to professional development, provides good challenge and inspiration to the staff. Leaders and managers are able, consequently, to point to improvements in the quality of teaching resulting from their work.
- The school has used the pupil premium appropriately. The progress of the pupils who are eligible is monitored carefully and the school can show that, overall, the work done increases the pupils' rates of progress. There is not, however, a precise account of which things on which the funding is spent are bringing most benefit for the pupils.
- The school's curriculum makes a strongly positive contribution to the spiritual, moral, social and cultural development of the pupils. It helps the pupils from all of the backgrounds represented at the school to mature and grow in confidence and to develop into well-rounded young people, who express balanced, respectful and sensible views on a range of topics and issues. Their positive attitudes to learning and life, allied to the good standards they achieve academically, mean they are increasingly well placed both to contribute to and benefit from life in modern Britain.
- The school has begun work to identify how best it can promote British values. Building on its already well-established 'Rainbow Values', initial guidance has been provided to the staff on how to respond to questions the pupils may have about current affairs and recent events in the news. Leaders and managers have identified the range of different faiths represented at the school and are considering the implications that may have for the curriculum. In conversations with inspectors, the pupils showed tolerance for and appreciation of social diversity.
- The pupils feel part of the school and are proud of it. They support and endorse the school's ethos of self-belief and success. As one pupil told an inspector: 'We really support the school's motto. We have positivity and we want to succeed.' By Year 6, they feel well prepared for the next stage of their education and approach the prospect of moving to secondary school with equanimity.
- The school has developed positive relationships with parents and carers. As a result, both in conversations with the inspectors and through Ofsted's online questionnaire, generally, parents and carers express very positive views about the school. The inspectors were made aware, both through conversations and written communications from parents, of some individual concerns.
- The school provides several communications to parents and carers, and other opportunities to discuss matters with the staff regularly. Nevertheless, a small, but not insignificant minority of parents and carers indicated, both in the questionnaire and the conversations with the inspectors, that they did not get sufficient information to give them a good sense of how well their children are doing and to be able to support their children's learning to best effect. The school provides brief reports to parents annually, but the detail about the pupils' achievement is limited. Also, the amount of information about the curriculum on the school's website varies between year groups and is, in some cases, very limited.
- The school provides a good range of physical education and sporting opportunities, supported by use of the primary physical education and sports premium, to which the pupils respond well. They express a liking for physical education lessons and the school's sports teams and clubs attract healthy numbers of pupils from a range of different groups. The school monitors which groups of pupils are taking part in sports activities, but does not analyse the information routinely to identify whether levels of participation are increasing, or not.

- The arrangements for safeguarding pupils meet statutory requirements. The school works closely with local services and agencies, so that pupils who need specialist help are able to get it.
- The local authority monitors the progress of the school and provides an annual assessment to it, which assists the school with its self-evaluation. The school is a very active member of a local network of schools, which provides good opportunities for staff development at Coddington.
- **The governance of the school:**
 - The governing body checks on the work of the school carefully. The governors are well informed, including through planned activities and other visits that members make to the school. They have active links with different leaders and managers, which mean that the leaders and managers feel appropriately held to account for their work.
 - The governors receive detailed and regular reports about the achievement of the pupils and are alert to the rates of progress made by different groups. They are kept informed about and are aware of areas of strength in the quality of teaching and where there are relative weaknesses.
 - The governing body maintains appropriate oversight of the performance management of the staff and has ensured that pay progression is properly linked to evidence of successful performance.
 - The school's budget is in balance and a surplus has been allocated appropriately for some necessary refurbishments to the grounds and accommodation at the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They consistently show consideration for others, are polite and welcoming, and have active, enquiring minds.
- The staff manage the pupils' behaviour consistently well. The pupils respond quickly to instructions and, mostly, their behaviour requires only little and gentle correction. Well-established routines mean that the pupils return to lessons promptly after breaks. As a result, lessons proceed smoothly and there is minimal disruption to learning.
- Occasionally, pupils lose interest in a lesson when the work is not sufficiently engaging and then their attention and effort can wane.
- Instances of bullying are rare, but the pupils and some parents and carers say that they do occur. The inspectors saw evidence of some very effective work by the staff to help pupils experiencing such difficulties. However, the school's procedures for recording instances of bullying, including racist and homophobic behaviour, are not as tight as they should be. This inhibits leaders and managers from analysing and evaluating rigorously the effectiveness of the school's work in this respect.
- There have been no exclusions of any kind since the last inspection.

Safety

- The school's work to keep pupils safe and secure is good.
- The pupils settle rapidly into the school and feel safe and secure. This is the result of very effective arrangements for meeting the individual needs of the pupils and the attentiveness of the staff.
- Pupils, from all of the different backgrounds represented at the school, including pupils who may potentially be vulnerable, consistently told the inspectors that they feel safe in all parts of the school and at all times. The parents and carers with whom inspectors spoke during the inspection and a very substantial majority of those who contributed to Parent View confirmed that their children feel safe at the school.

- The pupils are taught well about how to stay safe. For example, they gain a good understanding of how to stay safe when using the internet and the school is alert to helping any that inadvertently access inappropriate material when using it out of school, providing support to the pupils and information and guidance to parents and carers.
- All members of staff receive training annually with regard to safeguarding pupils. They know, understand and apply the school's systems for reporting any concerns. The school's records show that the school works closely with external services and agencies on occasions when there are any relevant concerns.
- Attendance is above average. It is not always analysed as rigorously as possible, so that, for example, the school is not as alert to differences between the attendance rates of all groups of pupils represented at the school as it is to those groups' achievement.

The quality of teaching is good

- Generally the teaching captures the interest of the pupils. The teachers use stimulating topics and imaginative approaches to learning. As a result, the pupils want to learn.
- The teachers and other staff create a positive climate for learning. They motivate the pupils well.
- Mostly, the teachers set out clear expectations of the pupils, which results in good gains in the pupils' knowledge and develops the pupils' skills and understanding in a range of subjects.
- The most effective practice seen by the inspectors included:
 - the teachers monitoring the pupils' responses carefully, giving clear advice to the pupils about what had been done well and how to improve, and making changes to a lesson accordingly, if necessary
 - the teachers questioning the pupils effectively and using questions to push the pupils and deepen their understanding
 - work that was matched well to the pupils' needs and helped them to make rapid progress
 - interventions by the teachers that were well timed and had a positive effect on the learning.
- On some occasions and in less effective examples of teaching:
 - the teachers did not have high-enough expectations, particularly of what the most-able pupils were capable, or
 - tasks were not explained clearly to the pupils, or
 - the pupils did not get enough feedback and their misunderstandings and misconceptions were not corrected, or
 - the marking of the pupils' work did not provide clear enough guidance to the pupils about how to improve, or
 - the pupils were not expected to follow up on guidance they had been given, or
 - support for the pupils was focused on completing tasks, rather than on what was to be learned.
- The school has a practical and manageable approach to assessing the pupils' work, which is used consistently by the teachers. Teachers assess work regularly and frequently work is undertaken to ensure that assessments are accurate. The information resulting from the assessments is used to adjust planning for future learning.
- Disabled pupils and those with special educational needs are supported effectively, receiving close support from additional adults in lessons and through one-to-one and small group sessions. The quality of the support provided results in these pupils making good gains in their learning and often better rates of progress than other groups of pupils.

The achievement of pupils is good

- The pupils make good progress throughout the school, from joining in the early years, and usually reach above-average standards in all subjects by the end of Year 6.
- The difference in 2013 (which is the most-recent year for which the data allow meaningful comparisons) between the attainment of the Year 6 pupils who were eligible for the pupil premium and that of other pupils at the school amounted to the disadvantaged pupils being very close to their classmates in reading, about eight months behind in writing, and about 18 months behind in mathematics.
- The difference was less, when compared with other pupils nationally, although the pupils at Coddington were still behind.
- A greater proportion of disadvantaged pupils made the progress expected of them in reading and writing than did other pupils at the school and those proportions were greater also than for other pupils nationally. This was not the case in mathematics.
- Disabled pupils and those with special educational needs usually make at least the progress expected of them and often do better.
- The proportions of the most-able pupils making the progress expected of them are similar to other ability groups at the school. There have been notable improvements in that respect over the last three years in writing and in reading and rates of progress in mathematics for these pupils have largely been sustained over that time.
- The proportions of the most-able pupils making better than expected progress in mathematics are lower than similar pupils nationally.

The early years provision is good

- Relationships between the staff and the children are very positive and respectful. The children, readily, take turns to do things and co-operate with one another. Older children are given good opportunities to help any that are new to the school.
- The children make good progress. The staff promote the children's learning well and support the children in becoming increasingly independent. The children are provided with good opportunities to initiate learning activities themselves.
- Staff emphasise the skills of communication, reading, writing, and mathematics. They demonstrate communication skills and appropriate modes of expression well. They promote the accurate use of language, including specific vocabulary for mathematics. This helps the children to make good gains in their learning.
- Teachers plan learning carefully. They assess the children's learning and needs well and use the information to prioritise the teaching. As a result, any initial shortfalls in the children's skills and understanding are eradicated by the time the children enter Year 1.
- The pupils feel safe and behave in ways that are safe. They are at ease in the setting and often excited about the learning. They understand well that they are there to learn.
- Leaders and managers set high standards consistently and work effectively to ensure the staff follow them. There is good liaison between the staff throughout the provision. Parents and carers are involved well in supporting their children's learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122754
Local authority	Nottinghamshire
Inspection number	453214

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Mrs Carol Norris
Headteacher	Mrs Tamsin Caputa
Date of previous school inspection	26 February 2009
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