

# Costock CofE Primary School

Main Street, Costock, Loughborough, LE12 6XD

**Inspection dates** 12–13 May 2015

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| 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.

- Leadership and management are good. The headteacher has established an inclusive ethos in the school where everyone is expected to do their best and to help others.
- The headteacher monitors teachers’ performance effectively and enables teachers to improve their practice.
- Teachers provide pupils with stimulating and interesting lessons which motivate the pupils to engage in their learning.
- The achievement of pupils is good overall. Most pupils are making good progress from their starting points.
- Behaviour and safety are good. Pupils behave well in lessons and around the school. They feel safe, support each other and form friendships.
- The provision in the early years is good. The quality of teaching, combined with a stimulating environment and a good range of opportunities, prepares children well for Year 1.

### It is not yet an outstanding school because

- School leaders do not evaluate all aspects of pupils’ performance with equal rigour so that teachers can plan as effectively as possible to ensure all pupils’ best progress.
- Over time, teaching does not always ensure that all disabled pupils and those who have special educational needs make fast enough progress from their starting points.

## Information about this inspection

- The inspector observed seven lessons taught by four teachers.
- The inspector looked at pupils' books, listened to pupils read and talked to them about their work.
- The inspector met with leaders and the coordinator for special education needs (SENCO); he also met four members of the governing body.
- The inspector spoke with a representative of the local authority.
- Parents' views were taken into account, including 24 responses to the online Ofsted questionnaire, Parent View, and those of parent governors.
- The inspector listened to the views of staff and evaluated the responses of nine staff questionnaires that were received.
- The inspector looked at a range of documentation including information about safeguarding, the school's self-evaluation and improvement plans, the most-recent data on pupils' achievement, and information relating to teaching, behaviour, and attendance.

## Inspection team

Derek Myers, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school. The test results for pupils in Year 6 in 2014 and 2013 are too small to report on without identifying individuals.
- Pupils are taught in three mixed-aged classes: Reception and Year 1, Years 2 and 3; and Years 4, 5 and 6.
- Children attend in the Reception Year on a full-time basis.
- The proportion of disabled pupils and those who have special educational needs is lower than average.
- Most pupils are from White British backgrounds.
- The proportion of pupils for whom the school receives the pupil premium grant (additional government funding for disadvantaged pupils) is lower than average and too small for reporting purposes.
- Proportionally, more pupils join and leave the school other than at the usual times.

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

- Improve the leadership and management by ensuring that:
  - expectations are as high for all disabled pupils and those who have special educational needs as they are for other pupils
  - leaders evaluate the progress and attainment of different groups of pupils against national averages
  - information about the progress of all pupils informs the school improvement plan and the day-to-day work of the teachers and teaching assistants.
- Secure consistently outstanding teaching so that all pupils, including disabled pupils and those who have special educational needs, make good progress in all subjects by:
  - ensuring that all staff have high expectations of what all pupils can achieve and plan their teaching accordingly
  - making sure that plans to improve the progress of disabled pupils and those who have special educational needs are within clear timeframes with appropriate criteria for success.

## Inspection judgements

### The leadership and management are good

- The headteacher is leading the school well. She has established an inclusive culture in which all members of the school are expected to behave considerately towards one another and do their best. Consequently, pupils routinely help one another and take pride in how friendly the school is. In addition, staff model excellent behaviour and insist on high standards.
- Overall, the school's evaluation of its performance is accurate. This evaluation informs an effective school improvement plan which clearly and correctly identifies their priorities for improvement and development. It includes the tracking of learning, raising expectations of pupil performance and improving pupil progress in writing. As a result, the progress pupils are making has improved.
- The headteacher has clear system for managing the performance of teachers. She undertakes regular checks on the quality of teaching and discusses pupils' progress with class teachers every term. She provides clear feedback to teachers on their performance and this has enabled them to improve.
- The school has introduced a new curriculum this year. It meets the statutory requirements and provides appropriate opportunities for pupils to develop their skills in reading, writing and mathematics. There are planned opportunities for social, moral, spiritual and cultural development, including learning about British values, across the whole curriculum and in specific subjects, such as religious education. Pupils have a good understanding of different faiths and were able to talk confidently about the result of the recent general election. Overall, pupils are well-prepared for the next stage in their education.
- In this small school, most responsibilities are undertaken by the headteacher with the support and involvement of staff. The headteacher and the leader responsible for English monitor the standards in reading, writing and mathematics. They have a good understanding of the strengths and the areas for development in each subject.
- The headteacher and the teachers track the progress of all pupils, including disadvantaged pupils. However, leaders have not compared the achievement of a very small minority of disabled pupils and those who have special educational needs against national data. Consequently, they do not ensure that staff expectations of all pupils are high enough, and do not challenge them with sufficient rigour about the progress these pupils make.
- The pupil premium funding is used to good effect and typically the achievement of disadvantaged pupils currently at the school is good.
- The school is making effective use of the primary school physical education and sport funding. They have employed specialist coaches to teach the pupils and develop teachers' expertise. They have also increased the number of sports and clubs for pupils, and developed opportunities for competitive sport with local schools.
- The arrangements for safeguarding pupils meet statutory requirements. Safeguarding and child protection policies are in place, consistently implemented and reviewed regularly.
- The local authority has provided appropriate support to the school. In addition, the school is a member of the Rushcliffe Learning Alliance, which is a large group of 28 schools who use their collective expertise to provide additional support and guidance to schools.
- **The governance of the school:**
  - Governance is effective because governors are committed to the school and are keen for it to improve.
  - Governors have a good understanding of the quality of education provided by the school. They know the standard of teaching because they are able to check the information the headteacher gives them about teaching and learning with the observations they make for themselves on their monitoring visits.

- Governors have a good understanding of performance management and their role in it. They manage the headteacher’s performance well and hold her to account. They have an appropriate knowledge of the performance management of school staff.
- Governors have a good understanding of how the pupil premium funding is used, the outcomes that are expected and what is achieved.
- Governors review pupils’ performance data with the headteacher. They challenge her about the standards that the pupils achieve. However, they do not use published data sufficiently well to be able to challenge the headteacher about any under-performance of pupils.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils are polite to each other. Moreover, they are kind and caring. Pupils are justifiably proud of the help they provide to the younger or more vulnerable pupils in their classes. Pupils behave sensibly during breaktimes and as they move around the school.
- Pupils’ behaviour in class is good. They listen carefully to adults during lessons and engage well in learning. They are happy to work with other pupils, in pairs, groups or on their own. They value the help they receive from the older pupils in their classes and see it as a strength of mixed-aged classes. However, on occasion one or two pupils need to be directed to return to their work.
- Pupils are motivated to behave well. Pupils who always behave well are recognised by ‘integrity awards’ and badges. These are presented in assembly and then worn by the pupils with considerable pride. Pupils who are improving their behaviour are also rewarded. Pupils are aware of the consequences if they choose to misbehave.
- In addition to the care and concern the pupils show for each other, they also empathise with others beyond their school. The school council arranges fund raising for a range of charities and most recently the pupils supported World Down’s Syndrome Day by making donations in return for wearing spotty socks in imaginative and unconventional ways.
- Attendance is good and above the national average.

### Safety

- The school’s work to keep pupils safe and secure is good. Pupils say that they feel very safe in school. They learn how to stay safe on the internet and describe how they keep themselves safe in day-to-day activities, such as when riding their bicycles.
- Pupils value the opportunity the DARE (Drug Abuse Resistance Education) scheme offers them to ask questions that may be bothering them.
- Although bullying is rare in school, the pupils know how to recognise it, including cyber-bullying. They know what to do if it occurs and are sure that the staff would deal with it promptly.

## The quality of teaching is good

- Teaching is good. As a result, pupils typically make expected or better than expected progress and are achieving well.
- Teachers monitor the learning of pupils carefully. They question them skilfully and intervene to extend their learning. As a result, pupils make good progress in lessons. For example, pupils improved their understanding of seed dispersal because the teacher not only prompted and questioned the pupils, but gave them the opportunity to share, develop and confirm their understanding with the whole class. They then acted the process out through drama to in order to deepen the learning.

- Teachers have created a positive climate for learning in every class room. Classrooms are well organised and stimulating. Lessons and activities are interesting and the vast majority of pupils are motivated to learn.
- Teachers use effective strategies matched to the pupils' needs so that pupils learn well in lessons. For example, a teacher used the story of the willow pattern plate to stimulate the pupils' interest in an art activity. Pupils produced some excellent work depicting their own interpretations of the story.
- The school has improved the feedback provided by teachers to pupils, including marking. Most teachers provide good feedback to pupils about their learning, including what pupils need to do to improve. Subsequently, they provide pupils with the opportunity to respond to the feedback. However, there is some inconsistency in marking between classes.
- Teachers and support assistants have high expectations for the vast majority of pupils. They plan and teach lessons that enable the pupils to develop their knowledge and skills. Overall, pupils learn well in lessons. However, teachers' and support assistants' expectations for a very small minority of pupils with additional needs are not always high enough. Sometimes, these pupils do not make rapid enough progress to catch up with other pupils at the school or other pupils nationally.
- Reading and mathematics are taught effectively. The school has recognised that standards in writing need to improve. They have a plan in place and have made improvements which have resulted in pupils making better progress.

**The achievement of pupils is good**

- The achievement of pupils is good. From their starting points, the vast majority of pupils make good progress, particularly in reading and mathematics.
- Standards at Key Stage 1 in 2014 improved compared to the previous year and overall were in line with the national average. The attainment of pupils currently in Year 2 is in line with the national average in reading, writing and mathematics.
- Pupils in Key Stage 2 are typically making two terms more than expected progress in reading and writing and one term more than expected progress in mathematics. In Year 6, pupils are typically one term ahead in mathematics and two terms ahead in reading and writing compared to national expectations.
- Overall the most-able pupils make good progress because of teachers' high expectations and the challenging work set for them.
- The progress of some disabled pupils and those who have special educational needs is inconsistent over time. Those pupils with more challenging needs typically make good progress from their starting points whereas a very small minority of other pupils receiving additional support do not make consistently good enough progress.
- Disadvantaged pupils currently at the school are typically making good progress in reading, writing and mathematics. However, overall their standards of attainment remain below that of other pupils nationally and at the school.

**The early years provision is good**

- On starting school in the Reception class, children have levels of development broadly in line or below those typical for their age. Children typically make good progress in the Reception Year and reach a good level of development by the time they join Year 1.
- The leadership and management of the early years provision is effective, providing opportunities for the

children in all seven areas of learning to make progress. Children are presented with a range of interesting, stimulating and challenging activities, such as investigating minibeasts, which they engage in enthusiastically, displaying the characteristics of effective learning.

- The quality of teaching is good. All adults have appropriate expectations of the children, informed by a good understanding of their starting points and then ongoing assessments. Parents and carers contribute to information about children's starting points. The early years leader works with the family of schools to develop good practice and moderate assessments.
- The children interact confidently with adults who support them to learn well by skilled questioning and prompting. Early years staff track children's progress regularly and effectively, and share the results with the headteacher. As a result, staff accurately identify the needs of individuals and groups of children, and target appropriate support and interventions.
- Children's behaviour is good. They know how to take turns and help each other. They talked happily and confidently to the inspector.
- Early years staff meet the additional needs of children by working effectively with outside agencies and other providers.
- Building work has resulted in the loss the outdoor play space for the remainder of the summer term. The headteacher and the early years leader have made appropriate alternative arrangements to ensure that they fulfil their statutory duty to provide access to an outside play area. Appropriate risk assessments for the temporary outdoor play have been completed and are being rigorously implemented.

## 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

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | 122756          |
| <b>Local authority</b>         | Nottinghamshire |
| <b>Inspection number</b>       | 461612          |

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

|  |                             |
|--|-----------------------------|
| <b>Type of school</b>                      | Primary                     |
| <b>School category</b>                     | Maintained                  |
| <b>Age range of pupils</b>                 | 4–11                        |
| <b>Gender of pupils</b>                    | Mixed                       |
| <b>Number of pupils on the school roll</b> | 78                          |
| <b>Appropriate authority</b>               | The local authority         |
| <b>Chair</b>                               | Joanne Taylor               |
| <b>Headteacher</b>                         | Jane Elizabeth Mellor       |
| <b>Date of previous school inspection</b>  | 21 June 2011                |
| <b>Telephone number</b>                    | 01509 852084                |
| <b>Email address</b>                       | office@costock.notts.sch.uk |

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