

Inspection of Cotgrave Candleby Lane School

Candleby Lane, Cotgrave, Nottingham, Nottinghamshire NG12 3JG

Inspection dates: 6 and 7 December 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Claire Lindsay. This school is part of Flying High Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris Wheatley, and overseen by a board of trustees, chaired by Neil Robinson.

Ofsted has not previously inspected Cotgrave Candleby Lane School under section 5 of the Education Act 2005. However, Ofsted previously judged Cotgrave Candleby Lane School to be outstanding, before it opened as Cotgrave Candleby Lane School as a result of conversion to academy status.

What is it like to attend this school?

All pupils at Cotgrave Candleby Lane School flourish. The school's relentless focus on providing the highest-possible quality of education enables all pupils to excel. Pupils are incredibly proud of their school. One pupil, typical of many, said, 'This is the best school in the whole universe.'

Pupils live by the school's three expectations of: 'be kind, be safe, be ready to learn'. Their behaviour is exemplary. Pupils show kindness and respect towards one another. They feel safe and are kept safe.

Pupils delight in the vast array of high-quality enrichment activities that the school offers. For example, pupils are keen to attend coding club, led by pupil digital leaders. Pupils can enjoy football, art, music and cooking clubs.

Pupils strive to be a role model for their peers. The school's peer mentors ensure that social times are a positive experience for all pupils. One peer mentor spoke with pride about their role, stating, 'I can lift spirits and make someone feel like they are better.' The 'pride team' ensures that the school is kept clean and tidy. The 'kindness team' promotes the school motto, 'kindness is key', and presents certificates to pupils who have been kind to others.

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

The school's academic curriculum is underpinned by the clear vision of a 'love of learning'. From the early years to Year 6, and in preparation for what comes beyond Year 6, the school has ensured that the curriculum flows seamlessly. The curriculum is extremely well designed and implemented fully by staff. The order in which pupils learn new knowledge and information is crystal clear. There is a regular recap of what pupils have previously learned through the 'reactivate' activities. Consequently, pupils across the school develop a rich and deep body of knowledge over time.

The school makes full use of the latest educational research to inform teaching, learning and curriculum development. The school also delivers the highest-quality ongoing training to staff. As a result, staff are exceedingly well equipped to design learning activities that enable pupils to thrive.

Reading is at the heart of the school's provision. The bespoke reading programme ensures that pupils explore interesting and diverse texts that further enhance their learning in different subjects. Through this, pupils develop a love of reading. They cannot wait to read in the Harry Potter or Narnia reading rooms. Phonics lessons in the early years help children to quickly become confident and fluent readers. Staff model sounds precisely and lead activities that enable children to practise regularly what they have learned. If any pupils find learning to read more difficult, staff waste no time in giving them effective support. This ensures that these pupils gain the reading skills they need in order to learn well across the whole curriculum.

Children in the early years get off to a flying start. They display a real thirst for learning. There are well-established routines and high expectations of children's learning. Children live up to these expectations. They are confident, motivated and happy learners.

The school identifies the additional needs of pupils quickly and accurately. Staff adapt all aspects of the delivery of the curriculum to meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff take extreme care to ensure that all pupils with SEND can access the plentiful enrichment opportunities that the school offers to enhance their learning.

The behaviour of pupils is excellent. Pupils eagerly come to school each day, and attendance is high. Where there are any slight dips in pupils' attendance, the school acts quickly and effectively to ensure that pupils' attendance improves. Staff are determined to give pupils and their families bespoke support to ensure that every pupil benefits from the high-quality education on offer.

The school has developed a thoughtful and well-planned personal development programme that is rooted in the values of the school. This helps pupils to develop a thorough understanding of how to stay safe and healthy. Pupils have access to a rich set of wider opportunities. Staff plan many outings for pupils which help to develop their learning. These include visits to places of worship and residential trips. Pupils speak with considerable maturity when discussing difference and diversity, stating the importance of the Equality Act 2010.

The trust and governing body have played integral roles in developing this exceptional school. There is a strong commitment to ensure the very best for all pupils at this school.

Staff benefit from a rigorous programme of professional development and support. They are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

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 special educational needs and/or disabilities (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	138353
Local authority	Nottinghamshire County Council
Inspection number	10211892
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	546
Appropriate authority	Board of trustees
Chair of trust	Neil Robinson
CEO of the trust	Chris Wheatley
Headteacher	Claire Lindsay
Website	www.candlebylane.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Cotgrave Candleby Lane School converted to become an academy in July 2012. When its predecessor school, Cotgrave Candleby Lane School, was last inspected by Ofsted, it was judged to be outstanding.
- The school is part of Flying High Trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspector met with the headteacher, the deputy headteachers and a range of staff.
- The lead inspector met with the chief executive officer of the multi-academy trust, members of the board of trustees and governors, including the chair of the governing body.
- The inspectors carried out deep dives in early reading, mathematics, art, science and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The inspectors also looked at the curriculum and pupils' books in geography, religious education and writing.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors observed pupils' behaviour in lessons, around the school and at lunchtime. The inspectors spoke with pupils about their views of the school and their learning, behaviour and safety.
- The inspectors considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff survey.

Inspection team

Kirsty Norbury, lead inspector	His Majesty's Inspector
Emma Tayler	Ofsted Inspector
Ian Toon	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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