

Inspection of Cuckney CofE Primary School

School Lane, Cuckney, Mansfield, Nottinghamshire NG20 9NB

Inspection dates: 4 and 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Cuckney CofE Primary School is a warm and welcoming place where pupils, leaders and staff are guided by the school's values of 'dream, believe, achieve'. Pupils feel safe, care about one another and treat each other with kindness and respect. They are happy, feel proud of their school and have positive attitudes to their learning.

Staff have high expectations of what pupils can do and achieve. They are determined that all pupils, including those with special educational needs and/or disabilities (SEND), receive the support they need to thrive and achieve well. The school makes sure that pupils' achievements are celebrated. The 'achievement tree' is a visual demonstration of this. Pupils' achievements are written on a leaf and added to the tree, so that pupils see the tree 'grow' with their achievements and successes.

Pupils enjoy many educational trips to places of interest, such as visits to museums and pantomimes and residential experiences.

Most pupils listen well and sustain their concentration in lessons. Staff model the kindness and respect they expect pupils to show. Pupils are respectful and tolerant. They recognise and value different backgrounds, ethnicities, faiths, cultures and views. One pupil said, 'We are all different, but underneath we are the same and everyone is welcome here.'

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

There is a well-constructed and ambitious curriculum in place. Leaders have clearly set out the knowledge and skills that children need to have in each area of learning. The curriculum is well sequenced, so that pupils at every stage build on what they already know and deepen their understanding over time. In art, for example, pupils explore a range of materials. They revisit and practise techniques. Consequently, they demonstrate growing mastery of the subject. They produce beautiful artwork, which is seen in pupils' books and displayed around the school.

Teachers have secure subject knowledge. Most teachers assess pupils' knowledge and understanding frequently. Lessons often start with a retrieval task to check pupils' prior knowledge and understanding. Teachers check what pupils know and demonstrate what they need to do next. When this is done well, it is effective. The school is trialling new methods to ensure that there is a consistent approach to the checking of pupils' prior knowledge across all subjects.

In a small number of foundation subjects, the delivery of the curriculum is not yet consistent. Sometimes, lesson activities do not support pupils to acquire knowledge securely. Leaders are also aware that assessment procedures are not fully developed in some foundation subjects. Currently, assessments in these subjects do not always

check pupils' learning, identify misconceptions and gaps in pupils' knowledge, or inform future teaching.

Reading is a priority in the school. Reading rewards play a key part in encouraging and celebrating reading success. These start in the early years with the 'reading owl tree', where children's owl pictures 'climb' the tree as they read more books. Pupils have positive attitudes to reading. A common view shared by pupils was that 'our teachers inspire us to read'. Older children support younger children with reading and share their love of books. The teaching of phonics is a strength of the school. Teachers and other adults have received training to ensure that they deliver the phonics programme well. Staff expertly use consistent strategies to help pupils practise sounds and tricky words. Pupils who struggle to learn to read get extra support and practice.

Pupils with SEND are supported well. Leaders have clear systems in place to identify pupils who may have specific needs. They ensure that pupils with SEND are able to access the same curriculum as their peers.

The early years leader is experienced and skilled. The early years curriculum is extremely well designed. The environment is fun, stimulating and carefully constructed so that learning opportunities are everywhere. The learning needs of all children are expertly met. Children demonstrate high levels of independence. They remain focused for sustained periods of time. The provision prepares them exceptionally well for their next steps.

The curriculum extends beyond the academic. There is a well-sequenced personal, social and emotional development programme in place. The school is clear about its ambition for all pupils to gain a broad range of experiences. Pupils learn about a range of faiths and show tolerance and respect for people's differences. The school provides opportunities for pupils to carry out leadership roles. Pupils say that they enjoy these positions of responsibility.

Governors know the school well and understand their statutory duties. The support and challenge that they offer is effective. Governors describe the school as 'a warm school that wraps its arms around the children'. Leaders make sure that staff's workload and well-being are a priority. As a result, staff feel happy and well supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is consistently delivered in some foundation subjects. Teachers do not always check pupils' prior learning and identify gaps and misconceptions in their knowledge. The school must ensure that the delivery of the curriculum and assessment processes are effective in all subjects so that pupils learn as well as they should.

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	122757
Local authority	Nottinghamshire County Council
Inspection number	10324116
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	130
Appropriate authority	The governing body
Chair of governing body	Margaret Lovell
Headteacher	Lisa Crossland
Website	www.cuckneyprimaryschool.co.uk
Date(s) of previous inspection	16 October 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- Cuckney CofE Primary School is a Church of England faith school which was last inspected for its religious character under section 48 of the Education Act 2005 on 26 April 2023.

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.
- The inspectors met with the headteacher, other school leaders and members of the governing body.
- The inspectors carried out deep dives in these subjects: reading, mathematics art and music. For each deep dive, inspectors met with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils in Years 1 and 2 read to a member of staff. The inspectors also met with curriculum leaders for religious education, computing and modern foreign languages.

- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey for parents, as well as the pupil and staff surveys.
- 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' interest first.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Sarah Allison

Ofsted Inspector

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