



# Coddington CofE Primary and Nursery School

Inspection Report

**Unique Reference Number** 122754  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281334  
**Inspection dates** 16 February 2006 to 17 February 2006  
**Reporting inspector** Mr. Glynn Storer LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Brownlows Hill
<b>School category</b>	Voluntary controlled		NG24 2QA
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01636702974
<b>Number on roll</b>	357	<b>Fax number</b>	01636702974
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Carol Norris
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Steve Daykin

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 16 February 2006 - 17 February 2006	<b>Inspection number</b> 281334
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school serves Coddington village and outlying communities. Almost all pupils are from White, British or mixed background families and all speak English as their main language. Few families register their children for free school meals. Children's attainment on entry to school is broadly average. The number of pupils with learning difficulties or disabilities is below average, as is the number with a statement of special educational need. However, changing patterns of housing have resulted in a huge influx of pupils in recent years. Most current pupils have been at the school for less than three years. Some arrived with gaps in their learning and all have suffered disruptions to their progress as a result of changing schools. There has also been a significant increase in new staff, resulting in recent appointments to the senior leadership team.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

The school's considered view is that it provides a good education and inspectors agree. Children receive a good start to their education in the Nursery and Reception classes. Almost all attain the standards expected of five-year-olds and are well prepared for the transition to the National Curriculum. Most pupils in Years 1 to 6 make good progress and many reach above average standards by the time that they leave the school. Pupils' personal development is excellent. They are exceptionally well behaved and their enjoyment of learning is an outstanding strength of the school. Pupils are really eager to succeed and work with enthusiasm and interest. Teaching is consistently good. Lessons, which are both demanding and fun, help pupils to achieve good standards in most aspects of their learning and personal development. However, teachers do not always use assessment information effectively in all subjects when planning for pupils with different capabilities. The curriculum is suitably broad and balanced. It is given added depth by an excellent range of additional activities and special events, which bring learning to life, promote enjoyment and encourage pupils to become confident learners. However, there is scope for pupils to have more opportunities to use information and communication technology (ICT) in their work across the curriculum. Standards of care are outstanding. The headteacher, ably supported by senior staff and governors, provides excellent leadership. He has successfully steered the school through an extremely challenging phase in its development. In doing so, he has created a highly motivated staff team that is striving for excellence in all aspects of the school's work. Consequently, the school is considerably stronger than it was at the time of its last inspection and is in a very good position to improve further. The school provides good value for money.

### **What the school should do to improve further**

- Extend current good practice in the use of assessment information in planning for pupils with different capabilities in English and mathematics to other subjects of the curriculum.
- Give pupils more opportunities to apply ICT skills in all subjects.

## **Achievement and standards**

### **Grade: 2**

Achievement and standards are good. Most children enter school attaining standards that are average for their age. They make good progress in the Nursery and Reception classes. Almost all attain the early learning goals for children in the Foundation Stage and many transfer to Year 1 attaining above average standards. In recent years, the results of national tests and assessments for 7 and 11 year-olds show a decline in standards, particularly in English and mathematics. In 2005, standards at the end of Years 2 and 6 were broadly average, although there were indications of underachievement on the part of some pupils. However, these results do not do justice to the quality of education that the school provides. In the years from 2002 to 2005, the school experienced a huge influx of pupils. Many of these pupils had gaps in their

learning and some had learning difficulties which affected their performance. All suffered as a result of the disruption caused by changing schools. The school has compelling evidence to show that pupils who completed the whole of Years 1 and 2 or Years 3 to 6 in the school did considerably better than those who entered at a later date. Most of these pupils attained or exceeded the nationally expected standards for their age and achieved well in relation to their prior attainments. The school's tracking, along with evidence from the work of pupils currently in Years 2 and 6, indicates clearly that the adverse effects of inward mobility are diminishing. Standards at the end of both key stages are set to rise considerably in 2006, because the majority of pupils are meeting the increasingly challenging targets that the school sets. Consequently, a good proportion of pupils is on course to attain above average standards in reading, writing, mathematics and science by the time that they leave the school. Current pupils of all abilities, including those with learning difficulties or disabilities, are making good progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is outstanding. Attendance is above the national average because pupils really want to come to school. They are very proud of their school and thoroughly enjoy all it has to offer. The school is a very orderly and happy community, where pupils' attitudes and behaviour are excellent. Pupils are well motivated and interested because their teachers provide them with an exciting curriculum. Pupils feel safe and secure in school and show a great deal of mutual care and support for each other. Pupils understand the importance of healthy lifestyles and engage very positively in sports and healthy eating. They speak enthusiastically about the wide range of clubs and other activities. These help them to develop important skills, such as teamwork and enterprise that lay the foundations of economic well-being. They develop a keen sense of responsibility and enthusiastically contribute to the school community by acting as buddies in the playground and help as librarians and classroom monitors. Pupils particularly value the school council because they are confident that the school listens to and acts upon their views. Pupils' spiritual, moral, social and cultural development is good. Through the well focussed assemblies and lessons such as personal, social and health education, pupils reflect on a wide range of issues affecting their own lives and the lives of others.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In the Foundation Stage, teachers quickly develop children's essential personal and social skills and build on these with stimulating activities, which allow them to initiate and extend their own learning effectively. Throughout school, pupils are enthusiastic learners. They work hard and make good progress because teachers successfully promote very positive relationships and high

standards of behaviour. All adults in school have high expectations for the pupils. They make classrooms stimulating and enjoyable places in which to learn. Teachers plan lessons with clear objectives and a good level of challenge, which brings the best out of pupils. For example, in response to a particularly demanding text, one child said 'This is my kind of lesson, I really love literacy!' Pupils and parents appreciate the effectiveness of the teaching and praise the teachers' hard work and dedication. Marking carefully assesses pupils' work and tells them what they need to do next to move their learning forward. Teachers monitor pupils' progress carefully. This allows them to ensure that work set is at the right level for all in English and mathematics. As a result, pupils of all abilities make similar progress. These good assessment practices should now be extended to other subjects of the curriculum, where current practice, though developing, is less effective.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets statutory requirements. It is broad and balanced and is creative in the way links are made between subjects. The curriculum for ICT is much improved since the last inspection. Planning now ensures that all aspects of the subject are covered satisfactorily. However, the school recognises that further opportunities could be provided for pupils to use ICT as an aid to learning in other subjects. Staff have an extraordinary commitment to enriching pupils' experiences. This is an outstanding feature of the school. Subject theme weeks, which are thoroughly planned and integrated, add excitement, interest and bring learning to life for the pupils. Furthermore, an extremely impressive range of visits, visitors and after school clubs, which include sporting, musical, modern language and environmental themes, provide a richness of opportunity and experience. The school's strong focus on music and the performing arts is particularly valued by pupils and parents and puts the school at the heart of the local and wider community. Together, these activities make a strong contribution to pupils' personal and academic development and prepare them well for life as young adults.

## **Care, guidance and support**

### **Grade: 1**

Standards of care are outstanding because the school has a very clear emphasis on nurturing and developing each pupil. All staff give high priority to developing personal and social skills and to promoting well-being. The very good role models that adults provide encourage pupils to care for and support each other in turn. This makes the school a harmonious place with warm relationships based on trust and respect. Systems for ensuring the health, safety and protection of pupils are rigorous and work well. Pupils are confident that they always have someone to turn to with worries or concerns. They are well supported academically because there are robust and effective systems for checking how well they are doing. Staff set challenging targets for pupils and give them the guidance and support they need in order to achieve them. The school works

closely with parents and outside agencies to ensure those pupils who are vulnerable or need extra help get the necessary support to do as well as they can.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is an outstanding leader. His committed approach sets an excellent example for staff. This, along with effective support from senior staff and governors, has been instrumental in building dedicated and enthusiastic teaching and support teams and in continuing the drive to improve standards and quality. He has successfully guided the school through an extremely turbulent phase in its development. In doing so, he has reorganised management roles and provided the necessary training, time and support for those with management responsibilities to do a good job. As a result, the school is stronger at all levels, even though the full impact of the work of recently appointed leaders is yet to be felt, for example in ICT. Arrangements for school self-evaluation are excellent. Procedures for checking on aspects of the school's work are rigorous and thorough. Staff willingly accept the frequent monitoring that takes place because they know that it is both supportive and in the best interests of the pupils. Most improvement initiatives are successful because the school goes to great lengths to consult governors, staff, pupils and parents and to reflect their views in its planning. The school is committed to improving its performance and its track record in this respect is good. Staff have dealt successfully with issues arising from the previous inspection and have also improved many other aspects of the school's work. The strengthening of the senior leadership team puts the school in a very good position to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

You may remember that the inspectors visited your school a little while ago. Thank you for making our visit so enjoyable and for taking time to talk to us and to answer our questions. I thought that you would like to know what we found. There are many good things happening in your school. - Almost all of you make good progress in English, mathematics and science. - You tell us that you really enjoy school because teachers make learning interesting and fun. - You really like joining in with all of the activities that the school provides and you are rightly proud of your achievements in music and drama. - We are pleased to hear that your teachers and other adults help you when you have problems and make sure that you are safe. - Mr Daykin, the staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - We know that your teachers keep a regular check on your progress in English and maths but we have asked them to improve the way they check your progress in other subjects as well. - We think that you should have more opportunities to use computers and other devices to improve your learning in all subjects. We hope that you will all continue to work hard and do well.