

# Cotgrave Candleby Lane School

## Inspection report

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<b>Unique Reference Number</b>	123351
<b>Local Authority</b>	NOTTINGHAMSHIRE LA
<b>Inspection number</b>	314569
<b>Inspection dates</b>	17–18 January 2008
<b>Reporting inspector</b>	Glynn Storer

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	555
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Robinson
<b>Headteacher</b>	Mr Chris Wheatley
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Candleby Lane Cotgrave Nottingham NG12 3JG
<b>Telephone number</b>	0115 9892284
<b>Fax number</b>	0115 9893787

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This new school was formed from the amalgamation of three local schools. It opened in September 2006 and moved to its new premises in November 2007. With over 500 pupils, it is much larger than the average primary school. Most are from White British backgrounds. The proportions of pupils who have minority ethnic heritages or who do not speak English as their first language are very low. Most pupils enter school with attainments that are well below national expectations for their age. However, the numbers of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, are quite low for a school of this size.

The school has achieved the following awards: Healthy Schools Gold, Investors in People, Active Mark Gold and Basic Skills Quality Mark 1 and 2.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Cotgrave Candleby Lane is an outstanding school. Pupils of all abilities flourish in an extremely caring environment and as a result, achieve exceptionally well.

At the heart of the school's success is the inspirational leadership provided by the headteacher. He has the highest possible aspirations for the new school and for the pupils. His enthusiasm rubs off on staff, builds morale and inspires enormous commitment. A major strength of the school is that everybody is pulling in the same direction. This is partly because they share the headteacher's vision, but also because rigorous management systems secure a high degree of quality and consistency in all aspects of the school's work. This exceptional quality of leadership and management has been central the flying start that pupils have made in their new school and gives the school an excellent capacity for further improvement.

In 2007, overall standards were above the national average at the end of both key stages and most pupils demonstrated good progress over time. The school did exceptionally well to maintain standards at this level, given the demands placed on staff by the amalgamation and subsequent move to the new premises. There is now clear evidence that pupils progress is accelerating and that standards are set to rise further. Pupils' learning is outstanding because teaching in all phases is always at least good and there is a higher than normal incidence of excellent teaching throughout the school. Teaching of this quality engages pupils and brings out the best in them. Teachers have high expectations of pupils' behaviour and response and they establish excellent working habits. By the time that pupils leave the school, they are confident and independent. They are unafraid to 'fail' and rise to the challenge of work that really makes them think. Indeed, outstanding levels of personal development and well-being are key factors in pupils' rapidly improving progress.

Another important factor is the excellent curriculum that the school provides. School life is packed with exciting first-hand experiences that bring learning to life and promote high academic and personal standards. Also underpinning pupils' extremely good progress is the way that teachers are beginning to personalise learning. They use information from the school's thorough assessment procedures to identify those needing additional support or challenge and to provide it. They also match pupils' on-going work closely to their prior attainments, so that pupils of all abilities make the best possible progress. In Year 6, teachers use their marking and other evaluations to provide high quality guidance and targets to help them to progress to the next level. Senior staff are working hard to spread this excellent practice throughout school, but at this stage, inconsistencies remain. However, where pupils know their targets and how to achieve them, they are highly motivated to succeed.

The school is playing an increasingly important role in village life. Staff and governors are determined to give parents a full part in their children's education and to provide the best possible facilities for community learning and recreation. This, along with the excellent overall quality of education, means that the school provides outstanding value for money.

## Effectiveness of the Foundation Stage

### Grade: 1

Children make an excellent start to their education in the Foundation Stage. Attainment on entry is well below national expectations but by the time children leave the Foundation Stage 2 class, their progress is outstanding with particular strengths in personal, social and emotional

development, number, physical development and knowledge and understanding of the world. The main focus in the Foundation Stage 1 class is on developing personal and social aspects, and on communication and literacy skills. As a result, pupils quickly overcome their initial shyness and immaturity. Progress in the Foundation Stage 2 class is quite remarkable and many pupils emerge as confident learners with much greater self-belief. The teaching and curriculum are excellent and meet children's needs fully. There are good links with parents to support learning and inform them about progress. The manager of the Foundation Stage takes steps to ensure that the provision is continually improving. Resources and facilities are excellent.

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

- Extend high quality academic guidance to all year groups.

## **Achievement and standards**

### **Grade: 1**

Standards in core subjects are above average overall and pupils of all abilities throughout the school achieve exceptionally well. In 2007, standards in Key Stage 1 were above the national average overall and in writing and mathematics.

Standards at the end of Key Stage 2 in 2007 were significantly above the national average overall and in mathematics and science, where boys' scores were exceptionally high. Pupils' standards in English were below average because a number of higher attaining boys did not do as well as they could, particularly in writing. Nevertheless, the gains that pupils made in Years 3 to 6 were significantly above average overall, which is a huge achievement, given the amalgamation and move to the new school.

Tracking for current year groups indicates that progress is accelerating rapidly. This is particularly evident in Key Stage 1 and upper Key Stage 2, because teaching and learning are of a high quality. Initiatives to improve standards in writing and to ensure that the most able pupils attain the levels they are capable of are already beginning to pay off. Consequently, overall achievement is outstanding, most pupils are well on course to meet challenging targets and standards are set to rise further.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils are proud of their school and think the new building is 'awesome'. Attendance is in line with schools nationally and rising.

Pupils have excellent attitudes and are keen to do their best. Behaviour in classrooms and around the school is exemplary. Pupils feel safe in a school that is free from bullying and racism and where there is a caring and supportive culture. 'School is our second family and treats us fairly', said one pupil. Pupils speak with great confidence about the importance of living healthy lifestyles and make excellent contributions to the school and local community. The Candleby Lane Enterprise and Skills Curriculum helps pupils focus on their dreams and aspirations and have the self-belief to know that they can achieve them. As such, the school prepares pupils extremely well for their future economic well-being.

Spiritual, moral, social and cultural development are outstanding. Pupils are sensitive to feelings and emotions evoked in their learning. They base their values and behaviour on openness, kindness and fairness. Pupils have excellent social skills and show increasing maturity as they

move up through the school. Cultural development is good and the multi-cultural aspects enrich learning well, especially in the arts.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils thoroughly enjoy learning because lessons are stimulating and engage them in an outstanding variety of practical and 'real-life' activities. For example, Year 6 pupils really rose to the challenge of researching a secret agent's escape plan, using computer maps and travel brochures and the writing they produced was excellent.

Learning proceeds smoothly and effectively because teachers direct pupils' enthusiasm effectively and maintain high standards of discipline. Typically, teachers plan challenging tasks and maintain a brisk pace, which promotes rapid progress. Pupils with learning difficulties and/or disabilities make similar progress to others because they receive highly effective support from teaching assistants and the careful planning of resources. Teachers make frequent use of computers to enable pupils to research topics. As a result, pupils become increasingly self-reliant and independent in their learning. Teachers prepare work extremely carefully, so that tasks are closely matched to pupils' abilities and promote learning and achievement effectively. Marking is regular and informs pupils well about how they are achieving, but there are still inconsistencies in the quality of target setting and guidance on how to improve.

### **Curriculum and other activities**

#### **Grade: 1**

The school has planned exceptionally well to harmonise pupils' learning and this has been a key factor in maintaining standards through the transition to the new school. The school has developed an extremely wide-ranging and innovative curriculum, which puts basic skills, enterprise and the community at the centre of all learning. The basic curriculum meets the needs of learners of all abilities extremely well. Particularly exciting is the excellent range of enrichment activities for pupils and local adults, which put the school at the heart of the community and promote life-long learning.

The comprehensive programme of educational visits and visitors into school promotes excellence and enjoyment in equal measure. For example, the 'Adopt a Chef' scheme has taught pupils about food hygiene and preparation, given fresh impetus to healthy living and helped pupils to learn how businesses work.

### **Care, guidance and support**

#### **Grade: 1**

The overall care, guidance and support for pupils are outstanding. There are excellent links with the Little Kites playgroup and the Children's Centre and these help pupils settle quickly and happily when they start school. High quality care enables pupils to thrive and they have great confidence in the support available should they feel at risk. The Nurture Group provides highly effective support for vulnerable families and has a good impact on the quality of pupils' school lives, their learning and achievement. Procedures for health and safety and for safeguarding pupils are exemplary. Arrangements for child protection, for looked after children and for ensuring pupils' safety and well-being in school fully meet requirements.

Academic and personal guidance is developing rapidly and is good. The one-to-one Journal sessions in Year 6 are a superb way to review regularly, set targets and ensure pupils are happy. These provide older pupils with a good understanding of how to improve their performance and have been a key factor in accelerating pupils' progress. The school is rightly seeking to extend this or similar systems to other year groups. There are very effective links with external agencies, which effectively strengthen the guidance for pupils with learning difficulties and/or disabilities.

## **Leadership and management**

### **Grade: 1**

Leadership and management are extremely effective. The school is going from strength to strength because the headteacher is an excellent leader. He is supported effectively by the school's Director of Children and the Director of Teaching and Learning. His passion for the school inspires all who work there. His vision has informed every stage of the school's development and has been central to building a consistency of expectation and approach that adds considerably to the quality of teaching and learning. He motivates senior staff and all who participate in leadership teams by giving them all a real part to play in improving the school. Their roles are planned systematically and result in excellent support for staff throughout school, rigorous monitoring, accurate school self-evaluation and extremely well focused planning for school improvement. Governors gather a wealth of first-hand information about the school. Consequently, they are exceptionally well informed and very good at holding the school to account for what it achieves. Importantly, they are central to the school's rapidly developing relationship with the local community, which adds considerably to the school's capacity to improve further.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

21 January 2008

Dear Pupils

Inspection of Cotgrave Candleby Lane School, Cotgrave, Nottingham. NG12 3JG

You may remember that inspectors visited your school a little while ago. Thank you for making us so welcome and for taking time to talk to us and to answer our questions. We particularly enjoyed the School Council assembly because it showed us what an important part school councillors and other pupils play in school life and we also enjoyed being interviewed by the school radio station presenters.

I thought that you would like to hear what we found out about your school.

There are many exceptionally good things happening in your school.

- Almost all of you make extremely good progress in English, mathematics and science and overall standards are well above average.
- You enjoy school because teachers, educational visits, visitors and special events make learning extremely interesting and enjoyable.
- You get on exceptionally well with one another and your behaviour is excellent.
- Your teachers and other adults help you when you have problems and make sure that you are safe.
- Mr Wheatley, the staff, governors, pupils and members of the local community have worked hard to get your new school off to a flying start.

There is not much that needs to be improved at Candleby Lane school, because everybody has tried to get it 'right' from the very start. That is why your school is so good. Therefore, we only have one thing to ask the school to do and it is something that has already started. Pupils in Year 6 get excellent advice and use their Journals really well to track their progress towards targets and the next higher level of work. Because this works so well, we think that this, or a similar system for younger pupils, should be spread throughout school. You can all help to make this work by taking the advice that you get seriously, just like your friends in Year 6.

I hope that you will all continue to work hard and do well.

Yours sincerely

Glynn Storer

Lead inspector