

## Codnor Community Primary School Church of England Controlled Inspection report

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<b>Unique Reference Number</b>	131156
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	315738
<b>Inspection dates</b>	18–19 March 2008
<b>Reporting inspector</b>	Ronald Cohen

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	277
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Moss
<b>Headteacher</b>	Mr Stephen Bower
<b>Date of previous school inspection</b>	25 March 2003
<b>School address</b>	White Gates Codnor Ripley Derbyshire DE5 9QD
<b>Telephone number</b>	01773742537
<b>Fax number</b>	01773745690

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school. Pupils are almost exclusively of White British origin. The proportion of pupils with learning difficulties and/or disabilities is below average. Similarly, the proportion of pupils who are entitled to free school meals is below average. Children start the school in the Foundation Stage with skills which are below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which gives its pupils a fine start to their education. Some features of the school are excellent. The school has built up extremely good relationships with outside agencies to provide outstanding pastoral care for all pupils. This is augmented by high quality academic guidance and support. These, together with the school's emphasis on the children's health and enjoyment, are its strengths, and result in pupils' good behaviour and personal development. Parents appreciate the work done by the school for their children. One parent wrote, 'The school has successfully created an inclusive and nurturing environment for all children'.

With this support, and with an exciting and interesting curriculum to stimulate them, pupils achieve well. They begin in the Nursery with below average skills, especially in language and personal development. Standards are a little above average by the time pupils reach Year 6. They are strongest in English, which, given the low communication skills of many of the youngest children, is a considerable achievement. However, some girls do not do as well in their last years in school as their earlier successes indicate they should, and this impacts on overall standards. Good systems of assessment enable teachers to identify any pupils who might be falling behind in reading, writing and mathematics. The school is working effectively to involve pupils more in evaluating their own learning, by using targets and success criteria in lessons.

Most pupils behave well in class and the playground, though they say that there are a few who sometimes let them down. They are confident that adults will help them should they have any worries. Older pupils reflect on what is of most value in their education; 'Friendship' said one, 'because you'd be very lonely without friends'. Teaching is good and enables pupils to learn well. Most teachers encourage pupils to learn by doing things themselves. However, some teaching is too teacher-directed. Teaching assistants give good support to individuals and small groups.

The headteacher and his senior leaders form a strong team and provide good leadership and management. Leaders at all levels are becoming increasingly accountable for standards in their areas. This has led to recognition by all of the need for greater consistency in pupils' progress, and the actions taken to increase support show that the school has a good capacity to make further improvements. Governors share in this capacity and offer good support and challenge to the work of the school. The school gives good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

The provision in the Nursery and Reception classes is good because the teaching is effective and the different adults work well together. Links with parents are strengthening and developing. The children make good progress given their skills and knowledge when they start. The Nursery class has a strong focus on improving children's social and emotional development and this is effective in helping them become good learners. This work is built on through the Reception year and children quickly pick up routines. The tracking of pupils' writing shows that some make good progress although their communication and literacy skills remain below those expected by the time they start in Year 1. However, most children reach the levels expected of them in all other areas of learning. Resources are good and well deployed to provide a good range of teacher-led and child-selected activities. There is a good focus on using the outdoor space to support classroom learning.

## What the school should do to improve further

- Raise standards in Years 3 to 6, with particular focus on girls' achievement.
- Improve the overall quality and consistency of teaching by sharing best practice.

## Achievement and standards

### Grade: 2

In 2007, by the end of Year 2, standards were above average and pupils achieved especially well in writing. The school's tracking of pupils' progress, together with work seen by inspectors confirm that the current Year 2 pupils also achieve well. In 2007, standards at the end of Year 6 were a little above average. This represented good achievement for that cohort of pupils. Similarly, the current Year 6 are demonstrating good progress, and are on target to at least maintain the standards of attainment of 2007. The whole-school focus on writing has successfully improved pupils' writing skills, including their spelling and reading. Although girls progressed well in 2007 given their starting points in Year 3, they did not do as well as boys. Apart from a small number of higher attainers, girls in the current Year 6 also attain less well than boys. This is a concern, which the school recognises.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. The school's Christian ethos quietly permeates all aspects of the school's work and helps create the positive atmosphere that encourages appropriate behaviour and good attitudes towards learning. There is very good cultural development through art and design, and music, and there are good links with an African school, although pupils' experience of other faiths is more limited. It is evident from the pupils' attitudes and the smiles they wear when they arrive that they really enjoy school. Pupils have an excellent knowledge and understanding of how to live healthy lifestyles. When pupils are given responsibility, such as running the healthy tuck shop they take it enthusiastically and treat it seriously. Pupils behave well in lessons and around the school and attendance is good. The good basic skills in literacy, numeracy and information and communication technology which they develop are helping prepare them well for their future education and lives.

## Quality of provision

### Teaching and learning

#### Grade: 2

In most lessons, teachers plan their work well and make sure that there are appropriate activities for pupils of different abilities. The use of skilful questioning ensures that learners take an active part in classroom discussions with most pupils expressing their ideas in a confident and persuasive manner. On occasion, however, some teachers are inclined to be overly directive. As a result, some pupils are passive recipients rather than active participants in their own learning. Teachers work in good liaison with support staff and this helps to ensure that all pupils, including those who find learning difficult, make good progress. Teachers have good subject knowledge and enjoy very good relationships with their pupils. They manage pupils' behaviour effectively and lessons run smoothly, with pupils being able to concentrate on their work in a calm environment. Pupils' work is marked regularly, giving them good guidance on how to improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The effective curriculum covers all the required areas and is enhanced through a range of extra activities which make a strong contribution to pupils' learning and enjoyment. There are good strategies for teaching the basic skills which has led to the award of the Basic Skills Quality Mark. The school is gradually modifying the curriculum so that there are closer links between subjects. There is a strong emphasis on promoting pupils' personal and social development so that they have a good understanding of staying safe, keeping healthy and of citizenship. A wide range of visitors to school including musicians, artists and representatives of many sports enrich the provision well. The special themed weeks such as the focus on the arts enable pupils to develop a range of skills and provide further enjoyment.

Pupils also have the opportunity to play a good range of musical instruments and to learn Japanese and French. The school provides additional opportunities for pupils who have special gifts and talents to improve their talents through a range of extra activities including links with the local specialist secondary schools.

## **Care, guidance and support**

### **Grade: 1**

The school provides excellent pastoral support for the pupils. They say they feel extremely safe in school and that they are really confident that adults are always there to help and support them if necessary. The school ensures that child protection arrangements are very robust through appropriate training and effective systems that all staff understand and follow. All safeguarding requirements are met regarding checks on the adults who work with children. Very clear systems are in place to deal with any incidents of bullying or racial abuse that may occur, consequently this is very rare.

The school provides high quality academic guidance through effective marking that helps pupils understand what they have done well and what they need to do to improve. Pupils increasingly have a good understanding of the targets set for them, especially in literacy, and this is helping them to learn more effectively. The school has recognised where there is underachievement, or where those who find learning difficult need extra help, and a variety of interventions are put in place to help those pupils. For example, hearing impaired pupils participate fully in their lessons, because of the well targeted support they receive. In the best lessons, more able pupils are also clearly identified and provided with good levels of challenge to extend their learning.

## **Leadership and management**

### **Grade: 2**

Parents speak highly, and correctly, of the school's good leadership. One wrote, 'The school is well managed and the staff are genuinely interested in the welfare and learning of the pupils.' A strong team of leaders complement the headteacher's determination to see the school succeed; this has led to good improvement. The improvements in teaching and achievement have come about as a result of more rigorous monitoring and sharper systems for measuring pupils' progress. Self-evaluation is accurate and well-integrated into the life of the school. Subject leaders are increasingly involved in monitoring teachers' planning and pupils' work, and in tracking progress overtime. Governors are a skilled and reflective group who are effectively involved in all areas

of school life. They offer good support and challenge. They have carefully planned procedures which enable them to familiarise themselves with the school and so are increasing their understanding of pupils' achievement.

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## 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?	2
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

20 March 2008

Dear Children

Inspection of Codnor Primary School, Codnor Derbyshire DE9 4QD

Thank you for making us feel so welcome to your school when we visited just recently. Thank you, too, for being so friendly and polite.

Many of your parents wrote to tell us that Codnor Primary is a good school and we agree. It gives you a good start in life because the adults are tireless in making sure you are safe, happy and able to learn well. You really understand healthy lifestyles well and are lucky to have such good lunches - we know because we shared them. You enjoy your lessons a great deal and have lots of extras after school, especially for sport. Some of you told us you would like more music during school and a few of your parents agree.

You make good progress throughout the school and reach standards in English, mathematics and science that are similar to those of most pupils in the country. You make better progress as you get older. The school is taking action to make sure you make good progress in every year, and that is one of the things we have asked the adults to carry on with. We have particularly asked them to help the girls in Year 6 to do even better than they have done recently.

Another thing we have asked the teachers to do is to help you be more involved in your lessons. Some of them already do this very well. Your headteacher and his staff run the school well. They are keen for you to make the best progress you can. Now, we have asked all of them to encourage you to be more active in lessons and in measuring your own progress. You can do your bit by responding to their recommendations.

I'm sure you will continue to enjoy your schooling at Codnor Primary.

Yours

Ron Cohen

Lead inspector