

# Coddington CofE Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122754
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327790
<b>Inspection dates</b>	25–26 February 2009
<b>Reporting inspector</b>	David Speakman

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	362
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carol Norris
<b>Headteacher</b>	Mr Steve Daykin
<b>Date of previous school inspection</b>	16 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Brownlows Hill Coddington Newark Nottinghamshire NG24 2QA

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<b>Age group</b>	3–11
<b>Inspection dates</b>	25–26 February 2009
<b>Inspection number</b>	327790

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## Introduction

The inspection was carried out by three Additional Inspectors.

### Description of the school

This is a large school. Children start school in the Early Years Foundation Stage in the Nursery and attend half days until they join Reception in the September before their fifth birthday. Attainment on entry has changed since the previous inspection and is now generally below that normally expected of children of this age. The proportion of pupils who have learning difficulties and/or disabilities is smaller than in other schools, as is the proportion with a statement of special educational needs. The main needs include moderate learning difficulties and speech and language difficulties. A few pupils have identified behavioural difficulties. The number of pupils coming from minority ethnic backgrounds is lower than in most schools and none is at an early stage of learning English. The school has the Healthy Schools Gold Standard Award, Activemark for provision in physical activity, Eco Schools Silver Standard and International School Status. Other awards include Investors in People and a School Achievement Award.

There is an after-school club, run independently of the school, and a breakfast club, which is the responsibility of the governors.

### Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

At the time of the previous inspection, this was a good school, with outstanding leadership by the headteacher, excellent care and guidance and outstanding pupils' personal development. Significant improvements have occurred during the last three years. Academic standards have improved steadily at the end of both Key Stages 1 and 2. Leadership at all levels is stronger, the curriculum and assessment procedures have improved and effective initiatives have consolidated the school's links with the local and wider communities. As a result, this is now an outstanding school; because of this and the significant improvement seen in recent years, the school has an outstanding capacity to improve further.

Pupils at all levels of attainment, including those who find learning difficult and those who need extension work, achieve exceptionally well. From starting points below those typical for children of this age, pupils reach well above average standards by the end of Year 6. These excellent achievements are a consequence of the outstanding education provided. Central to this provision are excellent teaching and an extremely well planned curriculum, both of which focus on developing pupils' capability to think effectively and to work things out for themselves. As a result, the school prepares pupils extremely well for their adult and working lives. Pupils' excellent personal development and exceptionally positive attitudes to school make a highly significant contribution to their learning. Standards are well above average in English, mathematics and science and similar in other subjects, such as information and communication technology (ICT). The very good quality of writing is reflected in other subjects, such as history and geography. The school has a reputation amongst parents for high quality music and both singing and instrument playing seen during the inspection were excellent. The school has an impressive record of achievement in competitive games, testifying to pupils' good skills in physical education and games.

This highly effective learning environment has flourished under the expert leadership of the headteacher. One parent commented that 'the school provides a fantastic learning environment'. The headteacher works exceptionally well with the very competent deputy headteacher and senior leadership team to provide strong leadership and an exceptionally clear direction for school improvement. Together with the excellent governing body they motivate staff, including teaching assistants, and ensure all have the skills to fulfil their roles extremely effectively. However, not all teachers in the school, including those who receive children into Year 1, are fully aware of recent changes in the Early Years Foundation Stage.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Attainment on entry to the Nursery is below that typical for children of this age, particularly in communication and mathematics skills, their knowledge and understanding of the world and in creative development. The rich, varied and exciting activities in the Early Years Foundation Stage enable children to make rapid progress from their starting points. This stage of children's education takes place in a vibrant and stimulating environment where the education provided is outstanding. Teaching is excellent. Teachers skilfully use questions that encourage children to think for themselves and provide an excellent range of opportunities for them to explore and learn through play. Children are able to choose from a wide range of learning activities, both indoors and outside. Phonics and language teaching are strengths and teachers and their assistants take every opportunity to make every minute count. In one five-minute session,

Reception children listened to classical music as they drank their milk and then described their interpretations, such as 'a swan floating' or 'a fairy fluttering'. Children behave extremely well. They quickly develop their independence, for example, sharing out sweets when solving problems in mathematics or using the interactive whiteboard to record and play back their role play of the story of The Gingerbread Man. Provision is highly inclusive and the progress and attainment of each child is tracked thoroughly. Children's welfare is outstanding and the Early Years Foundation Stage coordinator visits each home before children start Nursery. Links with parents and outside agencies are highly effective. The leadership of this phase of education is outstanding. The coordinator is active as a teacher mentor, leads staff meetings in Early Years matters and is active in local partnerships.

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

- Raise the awareness of all staff to recent developments and initiatives implemented in the Early Years Foundation Stage, including the use of assessment, so that receiving teachers are able to ensure continuity of learning for these children through transition into Year 1.

## **Achievement and standards**

### **Grade: 1**

By the time they move into Year 1, pupils' standards are at least in line with, and often above, those expected for their age. Teacher assessment results at the end of Year 2 have been rising steadily since the previous inspection and the most recent were above average in reading, writing and mathematics. There is a similar picture of significant improvement in national tests at the end of Year 6, where results in English, mathematics and science have been rising steadily since 2005 and are now well above the national average. The most dramatic rise in attainment has been in writing and science, because of improvement initiatives, such as introducing a weekly 'Big Write' session and developing thinking skills. The established trend of improvement is being maintained, with standards in the current Year 6 being above average in English, mathematics and science. This represents excellent progress over the key stage when set against the lower than usual starting point for this particular group of pupils at the beginning of Year 3.

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

### **Grade: 1**

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Behaviour is excellent and all pupils learn in a safe and happy environment. They show great enthusiasm for their learning and they say that their teachers make learning fun. Attendance is above average. They work and play together exceptionally well. An outstanding quality of the school is the mutual respect shown by pupils and staff. So, too, are the positive relationships that are built on trust. These are excellent examples of the values that are evident in many aspects of school life. Pupils develop strong social skills and self-confidence. The school council is proud of the excellent contribution it makes, for example by introducing Year 5 and 6 playground buddies who help to ensure a happy and safe playtime for younger pupils. Pupils play an important role in bringing the local community together, following significant changes in building and repopulating. They help organise and join in local community activities. They are active in maintaining links with overseas schools. Pupils have an excellent understanding of what they need to do to stay fit and healthy, reflected in the Healthy School award, and the take up of the many sporting opportunities available. Healthy

choices at lunchtime and snacks at break time are further indications that pupils put their understanding into practice. Pupils develop the ability to think for themselves and this, together with the acquisition of very secure literacy, mathematics and ICT skills, ensures that the contribution made to their future economic well-being is outstanding.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers make lessons interesting and thus engage pupils' attention and enthusiasm. In a calm and productive learning environment, pupils can concentrate on learning and teachers focus on teaching. Expectations are consistently very high and tasks are challenging for pupils at all levels of attainment. Teachers match tasks well to individual learning needs, taking into account an accurate knowledge of each pupil's prior attainment. A wide range of teaching and learning methods is used and these are matched very well to different pupils' preferred learning styles. These methods, which effectively promote pupils' thinking skills, include discussion, investigation and independent exploration. Skilled teaching assistants make a significant contribution to supporting the progress of their focus groups because they know their pupils well. Pupils are clear about the expectations of them in lessons. They successfully assess both their own progress and that of others, enabling them to know how well they are doing.

### **Curriculum and other activities**

#### **Grade: 1**

The grouping of pupils into sets for the teaching of literacy and mathematics in some year groups enables teachers to focus work well. In this and other ways, pupils of all abilities are given the extra push required for them to reach their full potential. The school places a strong focus on developing learning skills and especially thinking and problem solving skills. This means that pupils engage in practical learning, such as investigating in mathematics and technology and experimenting in science. ICT has a strong place in the curriculum, both in terms of developing pupils' computer capability and supporting learning in a wide range of subjects. There is an extremely strong emphasis on the creative arts. Art and design, music and drama, for example, all carry a high profile within the school. Music is central to school life. Individual and group musical achievement is celebrated and there are many opportunities to share music with the rest of the school and local community. Physical activity is traditionally strong, with the impressive record of sporting achievement indicating high standards. High quality personal, social and health education (PSHE) makes a significant contribution to pupils' personal development. Curriculum enrichment is excellent. An exciting and extensive range of visits and visitors adds greatly to pupils' levels of interest. These are highly relevant to learning; they develop pupils' knowledge and understanding and enrich their multicultural awareness. The school's International Status, through which pupils have contact with schools in France and Africa, further supports pupils' understanding of the world in which they are growing.

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

#### **Grade: 1**

The pastoral care of pupils is outstanding and the school places a high emphasis on personal development. It is active in tackling pupils' emotional and relationship problems. It extends its PSHE programme so that pupils can take on responsibility, thus helping them deal with

emotions and feelings. As a result, pupils relate extremely well to, and care for, each other and the adults around them. Procedures for safeguarding pupils' well-being and health and safety are in place and fully meet requirements. Systems for tracking academic progress are well established and pupils are fully informed about how well they are doing. Pupils talk confidently about their targets and say that the teachers give them written and spoken advice on how to improve on a daily basis. One parent summed up the views of many in noting that, 'The school has encouraged both my children to maximise their potential.'

## **Leadership and management**

### **Grade: 1**

Leadership and management at all levels are excellent. Central to the school's success is constant review and improvement of its performance. There are clear roles within the management structure. Those with responsibility are all involved in monitoring standards and evaluating the quality of provision within their areas of responsibility. All contribute to the school's overall self-evaluation and development planning, both of which are of high quality, and there is a very strong sense of teamwork. Targets set for pupils' achievement and for staff performance are very challenging and contribute directly to enhancing performance. Governors are highly effective. They are organised very well and work in close collaboration with staff. They provide high levels of support and challenge for the school. Community cohesion is promoted exceptionally well at school, local and global levels. It has been central in bringing together the village community, which has experienced significant change in recent years.



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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?	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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	1
How well does the school contribute to community cohesion?	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

**Annex B**

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

27 February 2009

Dear Pupils

Inspection of Coddington CofE Primary and Nursery School, Coddington, NG24 2QA

Thank you for making us welcome when we visited your school recently. We enjoyed the time we spent meeting you and your teachers and visiting lessons. We particularly valued the opportunities to speak to you to find out what you think about the school and how you help to make it a success.

You go to an excellent school. All the staff work really well together to provide you with a high quality education, through which you learn to think for yourselves. Teaching, the curriculum and the quality of care shown for you are all excellent. You make outstanding progress in lessons and reach well above average standards in your work. You are very well prepared to go on to the next stages of your education. We were really impressed by the level of manners and courtesy shown to us by all pupils.

You help a great deal by behaving really well, taking responsibility very seriously and trying hard to do your best. We were impressed by how you respond to challenge and are willing to have a go, however difficult a task. We were also very pleased by the sensible way in which you learn, make friends with others and care about each other. You help to make others feel safe in school and enjoy being there. Those of you we spoke to enjoy school very much and find it interesting.

Adults in your school, under the excellent leadership of the headteacher and staff with responsibility, are always looking for ways to improve. Even in excellent schools, there are always things to do. We have asked staff and governors to look at raising teachers' knowledge of how children work in the Foundation Stage so that they can help children make a very smooth move into Year 1.

We wish you all the best in the future.

David Speakman

Lead inspector