

# Cotgrave CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	122797
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327799
<b>Inspection date</b>	9 March 2009
<b>Reporting inspector</b>	Joanne Harvey

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	65
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>	Mr Peter Barclay
<b>Headteacher</b>	Mr Craig Moxham
<b>Date of previous school inspection</b>	16 March 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>	The Cross Cotgrave Nottingham Nottinghamshire NG12 3HS
<b>Telephone number</b>	0115 989 2204
<b>Fax number</b>	0115 989 2204

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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average size school which does not have its own catchment area but serves families from a broad range of socio-economic backgrounds from Cotgrave village and the surrounding area. Attainment on entry to Reception varies year-on-year in the very small cohorts. Almost all pupils are of White British heritage. An above average number have learning difficulties and/or disabilities. The school has achieved Artsmark Gold and a Healthy Schools Award and is an FA Charter Standard school. In partnership with other members of the Dayncourt family of schools it offers some extended services to its community. The school has been through a period of staffing turbulence. The substantive headteacher took up post in September 2008 and is currently the only member of the senior leadership team as the previous headteacher and deputy headteacher left at that time and two of only four class teachers left a year before that.

Provision is made for children in the Early Years Foundation Stage in a large unit with a secure outdoor play area. They share this unit with Year 1 pupils. There are currently three other classes comprising a Year 2 class, a mixed Year 3/4 class and a mixed Year 5/6 class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with school leaders that this is a good school. It has come through a period of considerable staff change and alterations to the buildings and there are clear signs that although standards dropped briefly last year, the school's work is back on track. Further improvements are being made because of the determination and hard work of the headteacher, supported by staff and governors to make sure that this is, and continues to be, the case. They have demonstrated well their commitment and their good capacity to continue to improve. Provision in the Early Years and Foundation Stage is good.

A key to the school's current success has been the headteacher. In a relatively short time he has become familiar with the strengths and weaknesses of the school and carried staff, governors, parents and pupils along with him. Everyone shares the same understanding about where the school is on its improvement journey. The overwhelming majority of parents who responded to the questionnaire wrote in praise of the school. Changes to the leadership, management and staffing have meant that the headteacher has been solely responsible for leading the improvement programme, but his response to issues has been swift and the impact of leadership and management has been good. He has yet to fully develop leadership and management systems, particularly systems to track progress across school and to devolve responsibility for these so that all staff recognise and are able to play their full part in making sure that improvement happens as quickly as possible.

This is a welcoming school where everyone feels highly valued because of a well-established caring family atmosphere and an inclusive Christian ethos. Academic guidance is good but the pastoral elements of care are outstanding and result in pupils feeling safe and extremely well looked after. Pupils show good enjoyment, work hard and behave well in lessons and around the school. They appreciate the enrichment opportunities offered in the good curriculum which includes a good range of clubs and the effective use of memorable visits and visitors to enhance learning and contribute well to pupils' good personal and social development. However, pupils say they find their work even more interesting and memorable when teachers make it 'more hands on' and investigative and when it includes a 'wow factor' which encourages their imagination and creativity. There are too few of these opportunities at present, particularly in writing across the curriculum and for older pupils.

Several consistent strengths in teaching ensure that its impact is good over time and pupils make good progress whilst they are at the school. There is variation in how well teachers use assessment information to plan work at the right level of challenge for all pupils and as a consequence the rate at which they make progress varies too much. However, most pupils are on track to achieve above average standards by the time they leave the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children make good progress and achieve well, although standards have been below the expected levels in early literacy and mathematical skills. Adults working with them have a good understanding of the curriculum and of how young children develop and learn. As soon as children join the school their personal development is a priority and a strength of the setting. Because of the warmth of the welcome adults extend to children and their families, children settle quickly, feel valued and safe and develop confidence. These trusting relationships underpin

good learning. Adults model and teach good behaviour. As a result, for example, children are able to take turns and develop good manners. They take responsibility for important jobs, looking after themselves, each other and the resources in the setting. Children are helped to learn and develop well because adults plan a range of exciting activities which are delivered through topic themes, allowing them to revisit, practise and experiment with their learning in different ways. For example, whilst learning about traditional tales, children are able to extend their mathematical understanding by making gingerbread men and applying buttons made from icing. They measure out the ingredients and match the number of buttons to the number they have chosen. Their literacy skills are enhanced through acting out a story, through engaging in word play and story writing. Similarly, their knowledge and understanding of the world is extended through collaborating to make a story map and building bridges for the gingerbread man in the outdoor area. Adults get to know individual children well and this knowledge underpins the planning for activities. An example of the good leadership in the setting is that early on, the new setting leader identified that there is not enough rigour to systems for collecting and using information about how well children are progressing. Improvements are in their early stages but have already identified specific weaknesses in the development of writing skills which are now being addressed successfully. The good leadership also ensures that children's welfare is promoted well through rigorous health and safety routines and focussing well the school's resources, including the deployment of able teaching assistants.

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

- Raise standards in writing across school by providing more exciting and meaningful opportunities for pupils to write across the curriculum.
- Bring more rigour to systems for collecting, interrogating and using information about the progress pupils make across the school to ensure all pupils are challenged to do as well as they can.
- Develop leadership and management so that every adult plays a part in improving outcomes for children.

## **Achievement and standards**

### **Grade: 2**

During their time at the school, pupils make good progress from Year 1 to the end of Year 6. However, this masks a more complex picture, with standards attained and the rate of progress pupils make varying between subjects and across year groups. Standards attained at the end of Year 2 for the last two years have been broadly average. Evidence in school confirms that pupils are currently on track to achieve at least similar standards and some to do better, representing at least satisfactory and often good progress for these pupils. Standards attained at the end of Year 6 were above average from 2004 to 2007. In 2008 they fell to broadly average. However, evidence in school confirms that most pupils currently in Year 6 are once again already on target to achieve above average standards. Standards, however, are relatively lower and progress slower in the early years of Key Stage 2. Progress quickens considerably in the later years of school. The new headteacher has swiftly put in place more effective systems to analyse and account for these variations. As a consequence, he has confirmed that particularly strong outcomes in reading and science have masked a relatively poorer performance in writing and mathematics. He has identified the inconsistencies in teaching and learning and the curriculum which are being addressed. As a result, progress in mathematics is now similar to that of reading and science. In writing, progress has been slower. Pupils who need extra help with their learning or who are in the early stages of learning English make similar progress to their peers.

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

### **Grade: 2**

Pupils' personal development and well-being, including their social, moral, spiritual and cultural development are good. Staff, parents and pupils alike were keen to volunteer the information that pupils' spiritual development has been considerably strengthened recently, which they attribute directly to the headteacher's further development of the Christian ethos of the school and renewed partnerships with the church. Pupils display positive attitudes to school and show good enjoyment, particularly when they are engaged in creative and hands-on activities. The behaviour of the majority is good and contributes well to the progress they make in lessons. A few become less engaged with their learning when, for example, teachers talk for too long. Attendance is well above that seen in most schools. Pupils have a good understanding of how to keep themselves healthy and safe. Their contribution to the school and local community is good. Members of the school council and others who take on responsibilities are rightly proud of the positive contribution they make to the smooth running of the school. Others relish the opportunities they have to fund-raise, join in sporting and musical events in the community. Their highly developed personal skills and good academic skills prepare them well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Consistent strengths in teaching ensure that pupils' learning is good over time. Positive and trusting relationships and good management of behaviour ensures that pupils work hard and behave well. Good deployment of able teaching assistants adds considerably to the progress of all pupils, through the individual or group support they receive. Teachers plan conscientiously and in detail. Often this is based on accurate assessments and results in clear learning outcomes and activities which challenge everyone to do their best. This is not always the case, as the focus is sometimes more on what the teacher is going to do than on what pupils are expected to learn.

In the weaker lessons teachers give all pupils a similar task, whatever their ability. The best lessons encourage the pupils to be independent and give them opportunities to solve problems for themselves. However, occasionally, too much teacher centred activity results in missed opportunities for pupils to apply and extend their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The programme for personal, social and health education is well thought out and careful teaching results in pupils developing good personal and life skills for the future. Parents and pupils say they value highly the wide range of extra curricular opportunities on offer and these appeal to the interests and tastes of everyone, from sports to the arts, competitive and non-competitive. The school also provides a great deal of other enrichment, through visits out or visitors to school, often involving local community partners. The school makes good use of its local area, for example, for historical and geographical study. Pupils enjoy themed days and weeks to celebrate book week or a religious festival. The school does not provide sufficient opportunities for older children to work across the curriculum in ways that inspire imagination and creativity,

particularly in writing. The school is developing a new skills-based curriculum in partnership with other local schools but this work is in the early stages of development and has not yet made an impact on the development of these competences.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel extremely safe and are confident that they are valued and that any concerns will be dealt with. All requirements are met with regard to health and safety and the safeguarding of pupils. Pastoral care is outstanding. Everyone works hard to minimise barriers to learning, whether they be social, emotional, physical or academic, in order to ensure that pupils can take advantage of all that the school has to offer. Partnerships with parents, church and other outside agencies are highly effective. Systems for academic guidance are good. However, new systems for collecting data, setting targets and tracking pupils' progress are embryonic and as yet, inconsistently applied. Their full impact has yet to be felt on quickening the progress of all pupils

## **Leadership and management**

### **Grade: 2**

The new headteacher has been remarkably effective in leading and managing the school. He has won the support of his team and the praise of parents for strengthening further the caring ethos and the part pupils play in bringing their communities together. The headteacher has aspirations to further develop this work through plans to promote aspects of community cohesion at the UK and global levels. He has quickly set about rigorous school self-evaluation, identifying clearly key strengths and weaknesses and putting systems in place to ensure success can be sustained and the school can progress to the next stage of development. For example, new systems for analysing pupil performance have clearly identified some areas where pupil progress had slowed. However, these systems are not yet used well enough to make the best use of information collected about pupil progress over their time at the school. With the exception of those teaching the Early Years Foundation Stage, staff, while enthusiastic to play their part, do not yet have sufficient understanding and ownership of new systems to be able to play their full role in helping the headteacher to drive forward whole school improvement. Governors report that they have been reinvigorated and, because of the good quality of information they receive, they are able to offer a good degree of challenge and support in setting strong strategic direction for the school.

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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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## 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	3
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 eliminated	2
How well does the school contribute to community cohesion?	3
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

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

10 March 2009

Dear Pupils

Inspection of Cotgrave CofE Primary School, Cotgrave, NG12 3HS.

We were pleased to meet you and the staff recently and enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us, and helping us to find out about you and your school. We especially enjoyed seeing you play and work together cooperatively and watching you politely carry out your jobs which help to make your school a pleasant place.

Your school is good. The headteacher, the teachers and all the other grown-ups do their very best to look after and care for you well. Your good behaviour in class helps you to learn. It is clear that you are happy at school as the attendance of most of you is outstanding. Your teachers and your friends help you to feel important and safe there.

The school is keen to find ways to help you do as well as you can. So we have asked those who lead the school to make sure that:

- you get lots of exciting things to do in different subject which stimulate your imagination and help you to improve the standard you reach in writing
- all the adults carefully look at all the information they collect about how well you are doing to make sure that you get work which is at the right level to help you always to do as well as you can
- everyone at school is helped to be able to play their full part in making sure that the school continues to improve as quickly as possible.

We are sure that Mr Moxham and all the other adults will continue to do all they can to help you. You can play your part by continuing to work hard, behaving well and coming to school every day.

We wish you the very best for the future.

Joanne Harvey

Lead inspector