



# Codicote Church of England Primary School

Inspection Report

**Unique Reference Number** 117392  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280064  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** Mr. Michael Best LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Meadow Way
<b>School category</b>	Voluntary controlled		SG4 8YL
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01438 820255
<b>Number on roll</b>	227	<b>Fax number</b>	01438 821162
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Karen Smith
<b>Date of previous inspection</b>	14 February 2000	<b>Headteacher</b>	Mrs. Elizabeth Pollard

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 25 April 2006 - 26 April 2006	<b>Inspection number</b> 280064
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school is of average size. Its pupils come from mainly owner-occupied houses in and around this prosperous village. Their attainment at the start of the Foundation Stage is above average. Pupil mobility is low. Most pupils are White British and speak English fluently. The proportion of pupils with learning difficulties and disabilities is below the national average. After a period of stability, there have been a number of staff changes recently.

## **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 with some outstanding features. The new headteacher is successfully building on strong foundations and, together with the governing body, provides outstanding leadership for the committed staff team. The school's overall effectiveness is good, slightly below the school's grading. This reflects the work still to be done to embed recent improvements, particularly in the more consistent use of assessment information to track and raise pupils' standards, and the wider use of links across the curriculum to further develop pupils' skills, knowledge and understanding. The quality of provision and standards in the Foundation Stage are good. At both Key Stages 1 and 2, overall standards are exceptionally high compared with national averages. Achievement is good, with all groups of pupils making good progress. Pupils' personal development is good and improving, reflecting the impact of the now outstanding provision for their care, support and guidance. Staff know their pupils extremely well. Pupils' preparation for the next stage of their education and the world of work is first class. The quality of teaching and learning is good. Expectations are high, lessons move at a brisk pace, and working relationships are strong. The good quality curriculum fosters a well-rounded education for pupils. Improvement since the last inspection is good. The school has successfully raised standards in the non-core subjects. Priorities for school improvement reflect a thorough evaluation of the school's strengths and shortcomings. Priorities are enthusiastically shared and promoted by governors and the entire staff team. The school provides good value for money and its capacity to further improve is excellent.

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

- Continue to develop a consistent target-setting system so that all pupils know what they have to do to improve. - Continue to develop links between subjects to further enrich the curriculum and pupils' learning.

## **Achievement and standards**

### **Grade: 2**

Children's skills and experiences are above average when they start in the Foundation Stage. They make good progress, and higher than average numbers meet and exceed the standards expected by the start of Year 1. Standards at the end of Year 2 are exceptionally high in reading and writing and above average in mathematics. At the end of Year 6, standards are significantly above average in English, mathematics and science, with exceptionally high proportions of pupils working at the higher levels compared with national averages. Over time, the school has successfully maintained high standards and met its suitably challenging targets for pupils in English and mathematics at the end of Year 6. Standards in other curriculum subjects are above average. Achievement is good. Test results were adversely affected in 2005 by staff changes and absence, but the school is effectively resolving the legacy of these issues, particularly the uneven progress made by some pupils as they have moved through

the school. Pupils with learning difficulties and disabilities make good progress because the school promptly identifies and supports their needs. The few pupils who speak English as an additional language make good progress. The challenge for pupils with the capacity to work at higher levels is good and helps boys in particular to perform above national expectations. Improvements in analysing assessment information are helping staff to more accurately pinpoint where pupils need to improve. The school is successfully developing its established procedures to involve pupils more in target-setting and tracking their progress.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good and creates a friendly atmosphere in the school. Attendance is above average. Good behaviour and an enthusiasm for learning help pupils to enjoy school. They explain, 'the teachers work really hard to help us do well'. Pupils say that bullying is not a problem and know what to do should it occur. Pupils make an effective contribution to the community by participating in local events, including fund-raising for many charities. They have good links with the local church and homes for the elderly through various performances. They know how to lead safe and healthy lives, choosing healthy meals at lunchtime. There are very good opportunities for exercise and sport. Boys and girls enjoy success in the school football and netball teams, and in folk dancing. Pupils know that their views are taken seriously. The school council has influenced the provision of more playground games. Pupils have an excellent grounding for the next stage of their education and the world of work through the very strong emphasis on literacy, numeracy and computer skills. They are encouraged to consider and do something about social issues, such as writing to local newspapers about a proposed building project in the village.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, reflecting the school's own evaluation. Staff have high expectations of learners' behaviour and work, and pupils respond well to challenges they are set. Teachers' subject knowledge is good and staff work well together. The climate of good relationships helps pupils to develop self-confidence. Homework makes a good contribution to standards. Staff use a good range of teaching styles and learning resources. They are making good progress in developing their use of the interactive whiteboards. The pace of lessons is usually brisk and pupils work well on their own. They are keen to answer questions and volunteer information. In outstanding lessons, teachers make learning so interesting that pupils can hardly wait to join in. However, just occasionally, whole class teaching is not sufficiently challenging and when the pace slows, pupils become distracted. Work is well-matched to learners' individual needs. Those with learning difficulties and disabilities benefit from the

individual support they receive. More able pupils are well-challenged. Teachers adapt their plans well, particularly in their questioning and encouragement for pupils to think for themselves. This is why so many pupils successfully reach the higher levels. The school has good systems for assessing and recording learners' attainment and progress. In sharing well-focused learning objectives and group targets with pupils, teachers have made a good start to involving them more in improving their work. Individual targets are set in some classes, but such practice is not yet consistent throughout the school.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good quality and well-planned curriculum. It is enriched by a wide range of lunchtime and after-school clubs, and educational visits. Alongside the secure focus on the core subjects of English, mathematics and science there is a strong emphasis on providing pupils with a well-rounded education, particularly in the arts. The school offers a wide range of specialist instrumental teaching. Pupils have many opportunities to perform in the school's musical productions and other activities to develop their confidence. There is a good personal, social and health education programme that includes appropriate sex education. Pupils learn how to stay safe and are aware of the dangers of drugs. The curriculum successfully caters for the needs of different groups of pupils, including the more able, gifted and talented. The school has made a good start to developing links between different subjects, and in using the interactive whiteboards to enhance learning.

## **Care, guidance and support**

### **Grade: 1**

The care and support provided for pupils is outstanding. Pupils feel safe and know there is an adult to turn to if they need help. All adults know the pupils extremely well and this strengthens their personal development. Staff demonstrate a very high commitment to the pupils and their families, and links between home and school are very strong. The school shows exceptional concern for the safety and protection of pupils. Risk assessments are carried out very thoroughly. The school makes all the required checks on adults working in the school. Pupils' personal development is very well monitored. Those who have learning difficulties and disabilities receive thorough guidance to help them make good progress, and the school provides very good support for the more able, gifted and talented pupils. It works closely with external agencies to ensure the best provision for all pupils, and maintains regular contact with parents.

## **Leadership and management**

### **Grade: 1**

The headteacher's outstanding leadership and management of the school is successfully driving it forward. Her clear and purposeful vision is highly focused on maintaining and further raising standards across the curriculum. Good account is taken of the views

of all connected with the school. Staff and governors enthusiastically promote the school's priorities, and pupils and parents value improvements. The headteacher and her deputy work very well together, and support staff make a much-valued contribution to pupils' learning and care. Team work in the school is outstanding. Subject leaders are successfully developing their roles and responsibilities. A particular strength is the way in which staff across the school support and challenge each other in striving for excellence. The school's challenging yet achievable priorities for improvement draw well on its high quality and realistic self-evaluation. Regular analyses of pupils' performance, and rigorous monitoring of teaching and learning, are securing improvements. The very well maintained accommodation is spacious and learning resources are of high quality. Daily routines are well established and effectively managed. The school has successfully addressed the issues identified at the previous inspection. Its capacity for further improvement is outstanding. The governing body has an excellent understanding of the school's strengths and weaknesses because governors have very successfully developed their role in evaluating the work of the school. Their effective and efficient committee system draws well on the expertise of individuals. The budget is well deployed, with reserves within recommended levels.

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## 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>
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### 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	2	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	1	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>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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	1	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>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	1	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**

We really enjoyed visiting your school earlier this week. Thank you for making us so welcome. We're delighted that you enjoy coming to school and congratulate your good behaviour and attendance. Codicote Primary is a good school and there are some excellent things about it. You are right in saying that all the staff work hard and look after you extremely well. We think the school is giving you a first-class preparation for your next school and for when you start work. You told us about the many exciting things you do at school. We congratulate you on your success in both the boys' and girls' football competitions and in the recent netball tournament. The school council told us how you are helping to improve the playground and the school grounds in preparation for the Healthy Schools' award. We're pleased to hear that bullying is not a problem and that you get on well with each other. We agree that your lessons are interesting and that your teachers give you challenging work. We want them to continue to develop their use of the interactive whiteboards and increase the links between subjects. We think that all the staff give you good help and support, particularly when you find work difficult. We are delighted to see how sensibly you work on your own and think the school really helps those of you who work at the higher levels to go that bit further with their work. You make good progress and, compared with other schools, get really high results. You know your group targets but we think that you could make even better progress if you all had individual targets to help you improve. Mrs Pollard keeps an excellent eye on what you are learning and how well you are doing. She works extremely well with the staff and governors and we think the school's plans for further improvement are just what are needed for you all to do even better. Keep working hard and enjoying yourselves at school.