

Codnor Community Primary School Church of England Controlled

Address: Whitegates, Codnor, Ripley, Derbyshire, DE5 9QD

Unique reference number (URN): 131156

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils leave the school well prepared for secondary education. Outcomes in national tests are close to national averages and are improving each year. Pupils' fluency in arithmetic is a strength, as reflected in their above-average achievement in mathematics, including for disadvantaged pupils. Fewer pupils reach the higher standard because their mathematical reasoning is less well developed. Outcomes in phonics and reading have improved because pupils receive timely support which helps them close gaps in their knowledge. However, the quality of pupils' handwriting is less secure, which hinders the overall quality of pupils' writing.

Pupils generally gain suitable knowledge across the curriculum. They use accurate vocabulary in their written work and draw on prior learning to complete tasks. Typically, pupils with special educational needs and/or disabilities make appropriate progress from their starting points. However, at times, some of the support provided to them is not well matched to their needs.

Attendance and behaviour

Expected standard 

Pupils' attendance is in line with what is typical nationally. However, the rate of attendance has declined slightly over the past 2 years, while attendance nationally has improved. Leaders recognise this so have recently developed a more rigorous approach to monitoring attendance. Leaders work with families to understand barriers to attendance and offer helpful support. However, leaders' analysis of attendance patterns is not precise enough. This means they are not clear about the underlying reasons for the decline in school attendance.

Pupils are polite and well mannered. They enjoy social times and treat each other with respect. They have positive attitudes to their learning and try their best in lessons. Staff and pupils share high expectations for behaviour, rooted in everyone's respect for the school's values. The positive relationships between pupils and staff support good behaviour. Staff work with pupils to devise class rules and expectations at the start of each school year. Pupils follow these rules and typically meet these expectations. Staff apply the school's approaches to behaviour consistently and provide supportive routines. Leaders and staff deal effectively with the rare instances of poor or unkind behaviour, including bullying and discrimination. Staff support pupils who need help managing their emotions well.

Curriculum and teaching

Expected standard 

Leaders have designed an ambitious and progressive curriculum. They ensure that the content of the curriculum reflects the needs of pupils. The curriculum links knowledge together so pupils build their knowledge and understanding in a coherent way. Curriculum leaders generally check how effectively the curriculum is taught. They recognise where they need to strengthen the order of the curriculum and the quality of teaching. Leaders place emphasis on developing pupils' basic knowledge in reading, writing and mathematics. The teaching of reading and phonics is generally effective. Trained staff give timely support to

remedy gaps in pupils' phonics knowledge. Recently, leaders began work to improve the writing curriculum, including how pupils develop their handwriting. These changes are still at an early stage and handwriting remains a priority for development.

Staff have the subject knowledge needed to teach the curriculum well. They explain new knowledge clearly. They revisit prior learning to help pupils remember essential knowledge and check pupils' understanding. Staff often adapt the curriculum when they identify pupils' misconceptions or gaps in pupils' key knowledge. However, staff do not consistently use assessment well to adjust learning activities for pupils with special educational needs and/or disabilities.

Personal development and wellbeing

Expected standard 

The school takes a broad and well-developed approach to pupils' personal development. It weaves personal development through all aspects of the school's provision. Pupils gain important knowledge that prepares them for life in modern Britain and helps them to become conscientious citizens.

The school provides pupils with a comprehensive personal, social, health and economic education. Safety, including online safety, is a key theme of this education. Leaders supplement teaching with visits from local services, such as the police and fire services. Leaders adapt the curriculum in response to pertinent events, such as making sure pupils know how to stay safe near water. Staff have suitable training to ensure pupils develop an age-appropriate understanding of positive relationships and sex education. Pupils learn how to look after their physical health, for example through diet and exercise. The school emphasises positive wellbeing and pastoral support for pupils. Staff teach pupils strategies to support their mental health. When pupils have any anxieties, they can access additional support from the school's wellbeing team.

Leaders consider pupils' character education carefully. Staff teach pupils about key characteristics such as responsibility, respect, resilience and reflection. Pupils enjoy memorable trips, such as to London and to the theatre and museums. They visit farms, care homes and the church. Some pupils take part in sporting competitions. These enriching experiences help pupils to develop their character. Leaders also ensure pupils understand fundamental British values and equality. Pupils respect those with different beliefs and understand that discrimination is wrong.

In consultation with pupils, the school provides a range of clubs to develop pupils' talents. Leaders monitor pupils' participation in clubs and other extra-curricular activities to make sure that there are appropriate opportunities for all pupils. They use pupil premium funding to ensure disadvantaged pupils gain new experiences, including learning a musical instrument. They find roles of responsibility that pupils with special educational needs and/or disabilities feel confident to hold.

Needs attention

Early years

Needs attention 

Leaders have established a suitably sequenced curriculum. However, staff do not teach this curriculum consistently well, which limits children's readiness for Year 1. Staff place some emphasis on communication and language and expose children to lots of new vocabulary. Nonetheless, activities and adult interactions with children often lack clear focus and are not of a consistently high quality. Staff do not check children's learning well enough to shape future learning. Children often gravitate to their favourite activities, which narrows their learning. When staff identify children's additional needs, they do not consistently provide appropriate support.

Reading is a priority. Staff develop children's listening skills in Nursery to prepare them for phonics. Phonics teaching is generally effective. However, staff do not ensure children hold a pencil or form letters correctly before asking them to write sentences.

Leaders have begun to provide training for early years staff, and they are making other improvements to early years provision. They recently introduced a dedicated outdoor area so that Reception children can benefit from activities that strengthen their physical development.

Children form positive relationships with staff. Staff have established clear routines that help children gain independence. Staff engage with parents and carers to support them to work in partnership with the school.

Inclusion

Needs attention 

Leaders sometimes do not identify pupils' needs or any barriers to learning quickly or accurately enough. Where support has been put in place for pupils, leaders do not evaluate the impact of this with sufficient rigour. This means that some pupils do not receive the support they need to achieve well. This happens particularly in the early years, where leaders do not fully consider the needs of vulnerable or disadvantaged children.

Leaders consult with a range of external professionals and, where practice is stronger, work with parents and carers to establish the support that pupils with special educational needs and/or disabilities (SEND) require. Leaders use the expertise of external agencies to train staff so they can make suitable adaptations that address pupils' specific barriers to learning. For many pupils with SEND, staff set appropriate termly targets that help pupils progress well from their starting points. However, pupils who have education, health and care plans do not benefit from more precise target setting that breaks down targets into small and achievable steps.

When leaders identify the support disadvantaged pupils need, they use pupil premium funding effectively to provide this support. Leaders work effectively with the virtual school and with parents to support those pupils who are looked after and known to social care.

Leaders make decisions in the best interests of pupils. However, leaders do not take a rigorous enough approach to evaluating the quality of school provision. They do not ensure that the actions they take to improve provision have demonstrable impact. Governors' approaches to assuring themselves of the impact of leaders' work are limited. Governors do not have a broad and deep knowledge of the quality of the school's provision. They do not provide leaders with effective and rigorous enough support and challenge. However, governors have recently offered greater challenge around pupils' achievement. They have taken steps to check that pupil premium funding is used effectively. Governors broadly understand their roles and responsibilities and fulfil their legal requirements. However, they do not have a secure grasp of what constitutes effective governance. This is because the training and guidance they receive are limited and infrequent.

Staff are happy working at the school. They recognise that leaders and governors genuinely care about their wellbeing. Leaders consider staff workload carefully and ensure that their policies support this. Staff also feel well supported in their professional development, including those who are new to their careers. Leaders have established effective subject leadership teams that work together to strengthen the curriculum and its delivery. These teams are having a positive impact on pupils' achievement. Staff value opportunities to develop their subject areas further, such as by working with external advisers.

Leaders prioritise building supportive relationships and maintaining effective communication with parents and carers. They take parents' views seriously, and consequently, parents are supportive of the school.

What it's like to be a pupil at this school

Pupils enjoy attending the school. The school has a genuine community spirit. Pupils experience nurturing relationships with staff who know them well. This helps pupils feel rooted in the school community. Parents and carers also feel a genuine sense of belonging to the school community. However, sometimes leaders do not identify pupils' needs and any barriers to their learning quickly or accurately enough. As a result, some pupils do not receive the right support, and this limits their achievement.

Pupils behave well and attend school regularly. They are polite and respectful and work hard. Staff place a high priority on pupils' wellbeing. Staff support pupils effectively when they need help to manage their emotions or when they have worries. Pupils feel safe at school because poor behaviour, such as bullying, is rare.

The school's values and 'Codnor Stars' are important to pupils. Pupils try to 'shine their light' and celebrate their talents. For example, pupils' instrumental lessons culminate in a grand performance. The school broadens pupils' interests and develops their skills through a range of extra-curricular activities and clubs. Pupils take part in many sports and competitions and proudly display their awards. Pupils know it is important to 'take responsibility' for their actions. They support their community through their many leadership roles. For example, reading advocates help younger pupils practise their reading and share their love of books.

Pupils enjoy learning the school's ambitious curriculum. They achieve increasingly well so the majority of pupils leave well prepared for secondary school. However, in the early years, too many children do not get off to a positive start with their schooling. They do not gain the knowledge they need to be ready for the next stage of their education.

Next steps

- Leaders should identify pupils' needs and any barriers to learning more quickly and accurately, including in the early years. They should ensure that pupils receive consistently effective support that meets their needs and reduces barriers to their learning.
 - Leaders should ensure that staff in the early years teach the curriculum more effectively. They should ensure that staff in the early years engage children in high-quality interactions and adapt learning to meet children's development needs.
 - Leaders should develop a more rigorous approach to evaluating the quality of provision and ensure that the actions they take to improve provision have demonstrable impact.
 - Governors should ensure that they have a broad and deep knowledge of the quality of the school's provision. They should use this knowledge to provide school leaders with effective and rigorous support and challenge.
 - Leaders should ensure that the school has a consistent and effective approach to securing the fundamentals of writing, particularly handwriting.
 - Leaders should analyse attendance data more rigorously to identify the reasons for low attendance and secure swift improvement.
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About this inspection

The chair of the board of governors in this school is Katie Bell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other school leaders. The lead inspector met with representatives of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school's most recent section 48 inspection was in November 2024.

The school currently uses no alternative provision.

Headteacher: James Blake

Lead inspector:

Claire Stylianides, His Majesty's Inspector

Team inspectors:

Heidi Bastock, Ofsted Inspector

Justine Roberts, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

243

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

263

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

30.43%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.65%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.41%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	65%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	72%	Close to average
2024/25 (revised)	80%	72%	Above
2023/24 (final)	78%	72%	Close to average
2022/23 (final)	74%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (revised)	87%	74%	Above
2023/24 (final)	89%	73%	Above
2022/23 (final)	82%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	46%	Close to average
2024/25 (revised)	70%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	36%	46%	Close to average
2022/23 (final)	27%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	62%	Below
2024/25 (revised)	80%	63%	Above
2023/24 (final)	43%	62%	Below
2022/23 (final)	40%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	59%	Close to average
2024/25 (revised)	80%	59%	Above
2023/24 (final)	57%	58%	Close to average
2022/23 (final)	53%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	60%	Above
2024/25 (revised)	100%	61%	Above
2023/24 (final)	79%	59%	Above
2022/23 (final)	73%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	68%	-27 pp
2024/25 (revised)	70%	69%	1 pp
2023/24 (final)	36%	67%	-32 pp
2022/23 (final)	27%	66%	-40 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	80%	-28 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	43%	80%	-37 pp
2022/23 (final)	40%	78%	-38 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	78%	-16 pp
2024/25 (revised)	80%	78%	2 pp
2023/24 (final)	57%	78%	-20 pp
2022/23 (final)	53%	77%	-24 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	82%	80%	2 pp
2024/25 (revised)	100%	81%	19 pp
2023/24 (final)	79%	79%	-1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	73%	79%	-6 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.4%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.8%	13.3%	Close to average
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	15.4%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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