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24 March 2011

Mrs Malam  
Courthouse Green Primary School  
736 Sewell Highway  
Bell Green  
Coventry  
CV6 7JJ

Dear Mrs Malam

**Special measures: monitoring inspection of Courthouse Green Primary School**

Following my visit with additional inspectors Philip Winch and Sue Rogers to your school on 22 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in October 2009. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good.

Progress since previous monitoring inspection – satisfactory.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Coventry.

Yours sincerely

Linda Killman  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2009.**

#### **What does the school need to do to improve further?**

- Quicken the rate of progress in English and mathematics at Key Stages 1 and 2 by:
  - creating an immediate sense of urgency to raise attainment through well-judged, time-limited goals
  - raising the level of expectation for learning so that all pupils are challenged in their work
  - setting challenging targets in all classes for this and future school years, based on accurate teacher assessment, for both individuals and groups of pupils
  - giving pupils ambitious individual targets; ensuring that they understand what they need to do to move forward in their learning so that they meet national expectations and are prepared for the next stage in their lives.
  
- Improve the quality and effectiveness of teaching by:
  - increasing the amount of good teaching and eliminating all that is inadequate
  - achieving a whole-school approach to teaching and learning through well-targeted professional development and the sharing of good practice
  - using regular assessments of progress to plan work that ensures all pupils make good progress consistently
  - implementing the new marking policy and clarifying how well pupils have done and what they need to do next.
  
- Develop the expertise of leaders across the school and ensure all contribute to school improvement by:
  - making explicit to all staff, their roles and responsibilities
  - holding staff to account for learning and progress in their classes and areas of responsibility
  - establishing a professional development plan for all staff
  - improving the governors' role in challenging and holding the school to account.

## **Special measures: monitoring of Courthouse Green Primary School**

### **Report from the third monitoring inspection on 22 March 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents including those relating to safeguarding, examined a wide sample of pupils' work, and met with staff and members of the governing body. The lead inspector had a telephone conversation with the School Improvement Partner and met with a representative from the local authority.

#### **Context**

Since the last monitoring inspection, a new deputy headteacher, responsible for achievement, and one new assistant headteacher, responsible for inclusion, have joined the senior leadership team. One teacher has left the school and one new teacher has joined the team in the resource-based provision for pupils with speech, language and communication difficulties.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Inspectors undertook an in-depth analysis of the school's latest data relating to all pupils' progress and attainment in English and mathematics. The targets set for children in Reception are ambitious and children are making good progress towards achieving them. In Key Stage 1, most pupils are currently making at least satisfactory progress towards the very challenging targets set for them to reach. However, the data and the work seen in pupils' books show that there is still some way to go. Examination of some of the latest teacher assessments revealed that in a very small minority of cases, judgements are overly generous. The gap between where pupils are and where they should be is closing steadily but there are still too few pupils on track to achieve the higher Level 3 by the end of Year 2. The school's structured approach to teaching reading, writing and spelling through phonics (sounds and letters) continues to support lower attaining pupils well. These pupils are enjoying participation in lively and engaging activities in small groups.

In Key Stage 2, there is wider variation in pupils' progress and attainment across year groups in reading, writing and mathematics. The large majority of pupils are making at least satisfactory progress from their starting points at the beginning of the year. Progress in Year 6 continues to be good. Year 6 pupils confirmed that 'learning has changed', 'we have more challenges and the work is harder', 'we know what is expected of us', 'we are trying harder because we are happier about our learning', and 'everyone's levels have improved'. In Year 3, progress is still too slow and staffing arrangements have been changed to boost pupils' progress as a matter of urgency. Across the school, the large majority of pupils with special educational needs and/or disabilities are making satisfactory progress. Nonetheless, there are

too many whose learning has faltered, especially in Years 3 and 4. In lessons, provision for this group of pupils is not always adapted well enough to meet their individual needs and this constrains their progress. Pupils supported through the specially resourced provision make satisfactory progress in lessons. Currently, there is no system in place to measure their progress accurately over time. Across the school, most pupils are making satisfactory gains in their learning. Their longer-term progress is not yet substantiated because until this term, the quality of teaching has not been consistently satisfactory or better. Thus valuable learning time has been lost and this has had an impact on pupils' progress over time.

Progress since the last monitoring inspection on the areas for improvement.

- Accelerate the rate of pupils' progress in English and mathematics at Key Stages 1 and 2 – satisfactory.

### **Other relevant pupil outcomes**

Pupils are enjoying school. During the inspection, many politely yet confidently came forward to welcome the inspectors and introduce themselves. They engage in conversation with adults respectfully. Their above average attendance rates continue for a second term. This is a significant improvement on the school's low attendance figures a year ago. The pupils settle quickly into lessons after break times. No learning time was lost through inappropriate behaviour during the inspection. Where teaching is good, pupils participate eagerly and work diligently. In the Early Years Foundation Stage outdoor area, Nursery and Reception children were completely engaged in purposeful, imaginative and energetic play. In a few lessons in Key Stages 1 and 2, pupils lost interest and concentration when teachers talked for too long at the start of the lesson or the work set for them was not matched well enough to meet their needs and/or capabilities. Pupils are taking more pride in the presentation of their written work and are producing more within the time available. However, across the school, the quality of pupils' handwriting is generally poor. Pupils continue to use computers, laptops and iPads adeptly to support their learning.

### **The effectiveness of provision**

The quality of teaching continues to improve. There has been a significant reduction in the frequency of inadequate teaching this term. During the inspection no inadequate teaching was seen. Nonetheless, in some classes it remains fragile and occasionally staff slip back into previous ways of working. Importantly, staff are willing to work on the areas they are given for improvement. They listen to feedback and accept constructive criticism with professionalism; improving their skills matters to them. There is still not enough good teaching to accelerate pupils' progress beyond the expected rate so that pupils make up ground previously lost as a result

of underachievement. This remains a priority for the school. As a result of middle leaders' guidance and moderation, assessment judgements are becoming more accurate but are still not unfailingly reliable. Teachers are not always taking individual targets into account sufficiently when planning the next steps for pupils with additional needs. Pupils who integrate from the school's specialist unit are supported adequately by teaching assistants enabling their needs to be met satisfactorily. Marking has improved considerably and is consistently of much better quality. Pupils are beginning to respond to the helpful written comments and guidance provided.

The curriculum is developing satisfactorily. Staff welcome the new approach and the opportunities it brings to make links between subjects. The curriculum is structured sufficiently to ensure progression. Opportunities for pupils to practise and consolidate their literacy and numeracy skills in other subjects contribute to their improving progress. Subject leaders are proficient in checking that curriculum planning ensures pupils full entitlement to a broad and balanced curriculum. Good-quality displays around the school reflect a satisfactory range of subjects.

Progress since the last monitoring inspection on the areas for improvement.

- Improve the quality and effectiveness of teaching by eliminating all that is inadequate and ensuring that all pupils make good progress – satisfactory.
- Ensure that the school provides a broad and balanced curriculum providing rich opportunities for high-quality learning to secure pupils' accelerated progress – satisfactory.
- Develop staff's expertise in meeting the needs of pupils with significant speech and language difficulties – satisfactory.

### **The effectiveness of leadership and management**

Leadership and management are now secure at all levels. Under the headteacher's effective professional guidance, all leaders are contributing to the school improvement agenda satisfactorily. They know and understand their roles and responsibilities. Data are used routinely to check that pupils are making sufficient progress. However, the current format proves difficult to access and analyses lack sufficient clarity. Senior leaders focus attention diligently on monitoring teachers' performance with improving accuracy. Because they are now based in classes, senior leaders have more opportunities than previously to showcase best practice for others to emulate. Middle leaders contribute by, for example, monitoring pupils' work and teachers' marking to improve consistency in year teams. Subject leaders have made a promising start in monitoring curriculum provision and some have a secure understanding of standards in their subject through sampling pupils' work. Other priorities have reduced opportunities for subject leaders to check the quality of

teaching by observing it at first hand. The governing body continues to hold the school accountable for pupils' achievement. It is ambitious for the school to become a beacon of good practice for the community in the future. At all levels, leaders and managers are driving forward improvement. Not enough time has passed for the most recent initiatives, such as use of new assessment materials, to become embedded in practice and provide sufficient evidence of their impact on improving all pupils' learning.

Progress since the last monitoring inspection on the areas for improvement.

- Develop the expertise of leaders across the school and ensure all contribute to school improvement – good.
- Develop the role of subject leaders in monitoring and evaluating provision to raise achievement – good.

### **External support**

The local authority and the School Improvement Partner continue to provide good support, especially in endorsing the accuracy of the school's self-evaluation through regular reviews and audits. The local authority is mindful of the need for the school to develop its capacity to sustain improvement without over-reliance on external support. As the leadership grows in strength, its support is rightly diminishing. For example, there is now sufficient high-quality expertise available within the school to raise standards in literacy without input from the local authority's consultants.