

Coads Green Primary School

Inspection report

Unique Reference Number	111934
Local Authority	Cornwall
Inspection number	357006
Inspection dates	11–12 January 2011
Reporting inspector	Peter Clifton

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Bryan Cruise
Headteacher	Claire Tomkies
Date of previous school inspection	28 January 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons and observed three teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, monitoring information and evidence of safeguarding procedures, and pupils' books. They analysed 29 responses to the parents' questionnaire and took account of the views expressed by parents and carers during informal meetings and conversations.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the progress and learning of different groups of pupils is improving and leading to higher attainment.
- How effectively leaders are implementing plans to tackle areas of weakness leading to sustained improvement.
- How well work challenges different groups of pupils, and the use of learning targets by pupils.
- The quality of support provided for pupils with special educational needs and/or disabilities.

Information about the school

This is a much smaller than average-sized school serving the village and rural community. The proportion of pupils who are known to be eligible for free school meals is average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. Their main additional needs relate to speech, language and communication and emotional and social development. There is extended provision through a breakfast club. Children in Reception are taught in the same class as Year 1 and have their own separate outdoor learning area. Provision for Reception children including the outdoor learning area has recently been expanded following completion of an extension. A privately run nursery shares some of the school's facilities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Coads Green is a good school where pupils achieve well. Attainment is broadly average but rising because pupils are making good progress, particularly in the upper years. Children in Reception make satisfactory progress which is strengthening as a result of recent improvement. Pupils have very positive attitudes to learning and enjoy the many different activities. In lessons, they listen well and work together confidently to support each other. Pupils are keen to answer questions and share their thinking. Those pupils who find it difficult to maintain their concentration or need additional help are supported sensitively by adults and, as a result, they learn well alongside other pupils. Pupils get on noticeably well together and there is a distinctive family atmosphere where pupils look out for each other. Older pupils comment that they love coming to school. Pupils say they feel safe and play sensibly together. Inspectors agree with parents and carers that their children are well cared for and supported. Pupils are extremely proud of their school and many take part in extra clubs and activities, including sport. They express their views with great confidence and feel that their views and ideas are listened to. Pupils make a highly significant contribution to school life, for example through working as 'eco warriors', running and managing the finances for the healthy eating tuck shop, raising money for those less fortunate and being playground friends.

Teachers manage the pupils well and are sensitive to individual needs. As a result, there is a purposeful learning atmosphere in lessons. Pupils say they are treated with respect at all times. Learning typically moves on at a brisk pace with work matched to the needs of the different pupils in the mixed-age classes. Pupils have individual targets to help them to understand what they need to do to improve. However, they do not use these regularly enough to assess their own work and set personal goals. The curriculum offers some memorable experiences. During the inspection, older pupils explored Sikh traditions and culture with the support of a visitor. However, information and communication technology (ICT) is not used on a regular enough basis to support learning in different subjects. In the Early Years Foundation Stage, there are insufficient opportunities for pupils to develop their writing skills and the recently extended outside learning area is yet to be used to its full potential.

Concerted action has been taken to improve provision since the time of the previous inspection. The headteacher, with active support from the governing body, has maintained a strong focus on pupils' learning and how it can be improved. Co-ordinators have led successful initiatives. For example, mathematics provision has been improved by increasing opportunities for pupils to apply skills in real life situations. In English, story-telling has led to some pupils making considerable gains in their confidence to write and rapid improvement in attainment. The school's success in improving provision and progress since the previous inspection and a continuous drive for improvement demonstrate the school's good capacity for sustained development.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Improve pupils' use of targets in lessons to make learning more individual and provide more opportunities for pupils to assess their own work.
- Strengthen provision in the Early Years Foundation Stage by:
 - ensuring children are given more opportunities to develop their writing skills
 - developing the use of the outside learning area.
- Provide more opportunities for pupils to use ICT to support their learning.

Outcomes for individuals and groups of pupils

2

Children typically start school with skills, knowledge and understanding that are in line with those expected for their ages, although this fluctuates due to the small numbers. Attainment in English, mathematics and science is broadly average. However, in the current Years 4, 5 and 6, pupils are on track to reach above average levels because of accelerating progress. Pupils with special educational needs and/or disabilities make good progress, often because of the skilful intervention of teaching assistants who provide individual support. Pupils apply their skills and understanding to solve mathematical problems with assurance and they write well for a range of purposes in different subjects. They work confidently in teams, willing to take the lead.

In groups and individual activities, pupils maintain their concentration to complete tasks because they find work interesting. This is particularly so with older pupils who continue to persevere well when they find tasks challenging. Good learning was observed in Years 4 to 6 for example, when pupils investigated number patterns and discussed what they had found. In Years 2 and 3, pupils responded enthusiastically to story-telling, confidently using adventurous vocabulary and discussion to develop their ideas. Older pupils were keen to find out about Sikhism and much enjoyed trying out different foods and learning about the Gurdwara.

Around the school, the pupils are very well mannered and polite. Pupils say that behaviour is good nearly all of the time and inspectors agree. Pupils are very aware of the possible dangers of using the internet. They value the wide range of additional sporting activities and attend these very well. They demonstrate a strong understanding of the effects of too many sweet foods on teeth. Pupils confidently embrace new experiences and have a strong sense of fairness. They have a good insight into different societies and cultures through the links with contrasting schools in Uganda and Brixton. Pupils' attendance is average and the persistent absence of a few pupils has reduced.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have high expectations for the pupils to work hard and do their best. Questioning is used well to promote thinking and there are good opportunities for pupils to discuss their ideas with each other. Time is used effectively because pupils respond quickly to requests. Lessons often start with clear objectives for learning for different groups of pupils, and planning is distinctive for different levels of ability. However, there are a few occasions where the challenge for more-able pupils could be more sharply defined. Marking in books helps pupils to identify what they need to do to improve, but individual targets are not being used well enough to help the pupils decide for themselves what they have achieved and to identify personal goals.

Provision to promote aspects of pupils' personal development, including being safe and keeping healthy, are good. Learning is made relevant by making links between subjects. There are strengths in drama, music, dance and art which are recognised through the award of an Artsmark. Although pupils enjoy using ICT, leaders rightly recognise that this area of the curriculum is underdeveloped because computers are not used regularly enough to support learning and research. The 'forest school' initiative is helping the pupils to develop their awareness about the environment and improve their cooperative skills. Breakfast club provides pupils with a calm and purposeful start to the day.

The school provides a positive learning environment. Pupils and their families are known as individuals. Support for families who need extra help has led to better attendance and

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improved attainment. Although suitable procedures are in place to reduce absence, leaders recognise that there is still more to be done here. There are strong links with the private nursery because of joint working arrangements. Enhanced arrangements are in place to ensure that pupils with special educational needs and/or disabilities make a smooth transition to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive for continuous improvement has been supported through strong teamwork. Staff have embraced new ideas and reviewed these regularly to ensure that change has been beneficial. Monitoring has resulted in an increase in the number of lessons where pupils of all abilities are helped to make good progress. Pupils comment positively about the regular visits to lessons by the headteacher and feel valued because she takes a keen interest in the work they are doing. Leaders track the progress of individual and groups of pupils closely and take swift action to prevent anyone from falling behind. Provision to secure equal opportunities and tackle discrimination for all pupils is good because gaps in the performance between different groups are closing.

The governing body provides a strong level of challenge and support to drive through improvement. Their involvement in new initiatives, for example to support writing and strengthen information about pupils' progress, has been particularly beneficial. The school has good partnerships with other organisations and schools. International, national and local links to promote pupils' cultural and ethnic awareness are well established. These are having a marked impact on pupils' understanding about others from different backgrounds. The school follows good practice across all aspects of safeguarding. The school is vigilant about internet safety and risks are fully assessed before trips take place.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make satisfactory progress from starting points which are broadly in line with expectations. Children are provided with a curriculum which is distinctive from that for Year 1 pupils. The new extension offers much improved facilities from the previous inspection, including the outdoor area. This is developing well, but is yet to be used to its fullest extent to promote learning well in all areas of the curriculum. The children are happy and settled. Most children are confident in choosing activities and sharing resources. While most listen well, there are a few who find it difficult to maintain their concentration for any length of time. Adults provide the children with a suitable range of purposeful play and adult-led activities. For example, an activity to explore the habitat of snails enabled the children to develop their vocabulary and discuss their ideas. Some then chose to do careful snail drawings. The children are learning the names and sounds of letters securely. There are opportunities to develop writing skills but these are not promoted strongly enough in different areas of the setting. Children learn about being healthy through regular washing of hands and eating fruit. Adults work closely together to ensure the children are safe. Children's development is tracked suitably through the 'learning journeys' and in records. The quality of provision is regularly evaluated by leaders and changes are being implemented to improve provision and learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Questionnaires from parents and carers indicate a strong level of satisfaction with what the school provides. Parents and carers think their children are kept very safe. The majority of comments made in the questionnaires are very complimentary about the school, including its inclusive nature and welcoming and friendly environment. ♦ There were a very few comments that misbehaviour is not dealt with robustly enough. During the inspection, inspectors were impressed by the good behaviour and positive attitudes of the pupils and the sensitive way that the pupils were managed by all adults.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coads Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 29 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	93	2	7	0	0	0	0
The school keeps my child safe	25	86	4	14	0	0	0	0
My school informs me about my child's progress	18	62	9	31	0	0	1	3
My child is making enough progress at this school	16	55	11	38	1	3	0	0
The teaching is good at this school	17	59	11	38	0	0	0	0
The school helps me to support my child's learning	21	72	7	24	1	3	0	0
The school helps my child to have a healthy lifestyle	23	79	5	17	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	72	6	21	1	3	0	0
The school meets my child's particular needs	24	83	4	14	0	0	0	0
The school deals effectively with unacceptable behaviour	14	48	10	34	4	14	0	0
The school takes account of my suggestions and concerns	16	55	12	41	1	3	0	0
The school is led and managed effectively	19	66	8	28	1	3	1	3
Overall, I am happy with my child's experience at this school	22	76	5	17	2	7	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Coads Green Primary School, Launceston, PL15 7LY

Thank you for welcoming us to your school and for talking to us so confidently about your work. You were very polite and friendly. You go to a good school, and we agree with you that the teaching is good and you are well cared for. Here are some of the things we particularly liked about your school.

- Your positive attitudes and good behaviour help you to learn well. You express your views with great confidence and are extremely proud of your school.
- You listen well in lessons and help each other to learn.
- You get on well together and there is a distinctive family atmosphere.
- Those of you who need additional support are helped greatly by adults and this enables you to learn as well as other pupils.
- Your teachers provide you with a lot of different, interesting activities to help you to learn. ♦
- You have a good understanding of others from different cultures and inspectors were highly impressed with the respect you gave to your visitor when learning about Sikhism.
- Changes made to improve writing and mathematics have been successful in helping you to learn better.
- Your headteacher and the governing body have worked closely together to ensure that your school has improved.

To help you make even faster progress, we are asking your teachers to:

- give you more opportunities to use targets in lessons, to assess your own work and set yourselves goals
- use ICT more regularly
- help those of you in Reception with your writing and give you more opportunities to learn in the outside area.

All of you can help by continuing to come to school as regularly as possible.

Yours sincerely

Peter Clifton

Lead inspector

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