

# Coleman Primary School

## Inspection report

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<b>Unique Reference Number</b>	120095
<b>Local Authority</b>	Leicester
<b>Inspection number</b>	358691
<b>Inspection dates</b>	12–13 October 2010
<b>Reporting inspector</b>	Kenneth Thomas

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	626
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Ivan Waddington
<b>Headteacher</b>	Nigel Bruen
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	Gwendolen Road Leicester LE5 5FS
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## Introduction

This inspection was carried out by four additional inspectors. They observed 24 teachers and saw 25 lessons. Inspectors observed two assemblies and held discussions with staff, parents and carers, groups of pupils and the vice-chair of the governing body. They looked at pupils' books and viewed a wide range of documentation including: school policies, curriculum planning, self-evaluation information, improvement planning, safeguarding and welfare arrangements and records of pupils' progress. Questionnaires returned by 113 parents and carers, 94 pupils and 46 members of staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How consistent is the progress made across year groups and how effective is the action being taken to raise standards in English?
- Do teaching and learning meet pupils' individual needs?
- Do leadership and management at all levels have the capacity to drive improvement?

## Information about the school

This is a very large primary school with slightly more boys than girls on roll. The school has an Early Years Foundation Stage that caters for children part-time in the Nursery before they move to Reception classes. The proportion of pupils known to be eligible for free school meals is below average. Pupils represent a wide range of ethnic groups, the largest, about one-half, being of Indian family background. The vast majority of pupils speak English as an additional language, a few of whom are in the early stages of learning the language. The proportion of pupils with special educational needs and/or disabilities is about average, while the proportion with a statement of special educational needs is below. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. The school has gained national recognition for its work in several areas, including Healthy Schools status, and it holds the United Nations Right Respecting Schools award for its work in promoting the rights of children.

**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

Coleman Primary School provides a good standard of education for its pupils. It is a school in which pupils feel safe and valued because staff know the pupils really well and provide excellent levels of care. As a result, pupils enjoy coming to school and derive great benefit from the welcoming and supportive learning environment. This is recognised by most parents and carers. Nearly all of those who replied to the inspection questionnaire, or who met with the inspectors, expressed a high level of satisfaction with the school and their children's experience. One, capturing the views of many, said, 'The school cares well for the children. They are in good hands'. Pupils take pride in the range of jobs that they carry out, such as being members of the school council or helping others in their roles as 'Green hats'. Their good behaviour is underpinned by good spiritual, moral, social and cultural development. Pupils develop a good understanding of how to lead a healthy lifestyle and take part in a wide range of physical activities.

An effective Early Years Foundation Stage enables children to make a good start to school. Due to careful early assessments, which are particularly important for the many who speak English as an additional language, children begin to make good progress immediately. This good progress continues as pupils move through the school and standards at the end of Year 6, although broadly average, are rising. This is confirmed both by reliable school tracking information and the work inspectors observed in Year 6. However, the school recognises that because of weaknesses in writing, standards in English are not rising as quickly as those in mathematics. Contributing to this are inconsistencies in the attention given to the development of writing skills across the curriculum. The effective use of assessment information to identify where additional teaching will be most beneficial makes a significant contribution to pupils' good achievement. One particularly notable aspect of the school's care for individual pupils is the effective support provided for those who may be in vulnerable circumstances; this ensures that they keep up with classmates.

A strong feature of the curriculum is the extent to which use is made of the rich diversity of cultures within the local community. This is based on a well-informed analysis of what skills pupils need and how best they can be acquired. Because much has been done to improve the quality of teaching and learning, most teaching is good and some is outstanding. However, the quality is not consistent throughout the school. There is more still to do to ensure that pupils in all classes are provided with activities that consistently challenge them. In some lessons, pupils spend too much time passively listening to lengthy introductions and teachers' questioning does not challenge and extend their thinking well enough. In these lessons, too few checks are made on pupils' progress so that learning can be moved on more rapidly.

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The school does much to engage with the local community and works effectively with many agencies, faith groups and businesses. The school's links with the local community are excellent and underpinned by a detailed understanding of the context in which the school operates. As a result, pupils' awareness of, and their preparation for, living and working in a culturally diverse Britain are being developed exceptionally well. Since the last inspection, the headteacher, with the strong support of all staff and others with leadership responsibilities, has steered the school forward very effectively. The strategies put into place to tackle the school's improvement priorities are proving successful and the school's overall effectiveness has risen from satisfactory at the time of the last inspection, to good. The school's view of itself is accurate and its record of raising achievement shows it is well placed to build on its strengths and has a good capacity to improve further.

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

- Improve pupils' writing by systematically building basic handwriting, punctuation and spelling skills in all subjects, and ensuring that all errors in pupils' written work are identified and corrected.
- Make all teaching good or better and accelerate pupils' progress by ensuring that:
  - lesson introductions are not too long and that pupils are actively engaged in learning from the outset
  - learning tasks are appropriately challenging and matched to the attainment levels of pupils
  - teachers' questioning challenges and extends pupils' thinking and reasoning skills.

**Outcomes for individuals and groups of pupils****2**

When children join the Nursery, the skills of many in all areas of learning are below those usually found in children of their age. Some have limited knowledge of English at best. Nevertheless, because the school is very attentive to individual needs, effective adult support ensures that learning is good for all groups of pupils. As a result, by the time pupils enter Year 1, most are well on the way to achieving the early learning goals, although weaknesses in communication, language and literacy remain. Because close attention is paid to pupils' individual needs as they move through the school, inspection evidence shows that pupils who speak English as an additional language, those with special educational needs and/or disabilities, or from different ethnic backgrounds, all progress equally well and standards are rising. This is particularly evident in mathematics where pupils are responding particularly well to challenging teaching. This was best exemplified in a Year 6 lesson where pupils clearly enjoyed devouring a series of increasingly difficult mathematical problems. The skills of excellent teaching are now being shared to bring about similar improvements in English. The substantial numbers of pupils who join the school other than in the Early Years Foundation Stage are helped to settle quickly and make good progress.

Pupils are considerate of each other and their good behaviour helps to make the school the calm and welcoming place it is. The overwhelming majority report that they feel safe at school and are confident that they can turn to an adult to sort out any concerns. They report that, while some bullying has taken place, they fully trust the adults in the school and know that someone will help them if needs arise. Pupils demonstrate a good

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awareness of how to avoid risks, whether using the internet or during their journeys to and from school. Pupils contribute well to the school and wider community in many ways, for example, though raising money for charitable causes. Attendance, although average, is rising because of the firm action being taken with regard to requests for absence in term time. A particularly strong feature of pupils' personal development is the way in which pupils readily relate to those from different cultural and religious groups, enjoying visits to different places of worship and the links with schools where pupils follow different religious beliefs. Respect is seen as a key aspect of pupils' development and they leave school adequately prepared for their future, with an increasing understanding of the range of opportunities available to them in later life.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

All lessons are characterised by good relationships between teachers and pupils. In the very best lessons, pupils make good progress because assessment information is used well to guide the planning of learning tasks and because pupils are expected to work independently, stretching themselves and others as they talk things through. Perceptive questioning is used by adults to extend pupils' thinking and encourage the use of more varied vocabulary in their answers. This was seen in an outstanding Year 2 lesson, for example, where pupils excitedly learned new words to describe the movements of insects. However, in lessons that fall below this standard, the work planned is not pitched at the

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correct level and progress slows because the tasks do not offer enough challenge. Although there is much good practice in the marking of pupils' work, in some instances grammatical and spelling errors in written work are not checked. Particularly good use is made of assessment information to identify underperformance and to track pupils' progress towards their targets.

The curriculum provides pupils with a good range of learning experiences. Pupils' needs and interests have been taken into account and, as a result, provision for creative subjects, such as art and music, is good. The curriculum is enhanced well through local partnerships: for example, links with other schools broaden pupils' experiences. Good use is made of the school's two minibuses to make residential and other visits that broaden pupils' life experiences. These, and many other enrichment activities offered during the school day, are particularly important because many pupils are unable to take part in after school activities because of religious commitments.

The vast majority of parents and carers say that the school is very caring. This is borne out by inspection findings. All adults are particularly sensitive to those pupils whose circumstances make them more vulnerable. Staff work hard to involve parents and carers in their children's learning. Strenuous efforts are made to promote pupils' regular attendance, with additional support provided for those returning after periods of absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Leaders and managers at all levels have worked very hard since the previous inspection and have successfully improved provision and outcomes for pupils. There is a clear sense of direction and the school is firmly set on an upward path. Through rigorous monitoring of teaching and learning and very carefully tracking of pupils' progress, the school has recognised its strengths and ensured that weaknesses are properly identified and tackled. In particular, the headteacher and his deputy have a detailed knowledge of the school and community. They share a determination to raise standards further. The thorough way that staff carefully check the progress of different groups of pupils reflects the school's Right Respecting School award and the strong commitment to promoting equal opportunities and tackling discrimination.

Members of the governing body have worked well with other leaders and managers to ensure that safeguarding procedures are of good quality. They are also well informed about the school. The governing body takes its statutory responsibilities seriously and provides effective support and challenge. Parents and carers are provided with a good range of information and the school is currently exploring ways to strengthen this aspect

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of their work. The contribution the school makes to community cohesion is excellent. A plan and clear actions are in place that promote pupils' understanding from a local perspective extremely well. Links with other schools and agencies are harnessed very effectively. The school has taken the need to expand its links to provide national and global perspectives very seriously and these aspects are also very strong.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children settle quickly as a result of the well-organised induction arrangements and good adult care and support. As a result, children feel safe and enjoy their learning. A strong emphasis on children's personal and social skills ensures that children soon begin to share, to learn and to play together. Parents and carers are delighted, typically commenting about the way their children 'settle quickly and with confidence'. All adults are vigilant in meeting the needs of children and welfare requirements are met. A particular strength in provision lies in the accurate assessment of children's language needs, so that appropriate support can be provided. Increasing competence in spoken English enables them to express themselves with growing confidence as they move through the Nursery and Reception classes. Although outcomes in terms of early reading, writing and calculation skills remain below average by the end of Reception, skills in other areas and particularly in personal, social and emotional development are at least broadly average. The range of learning opportunities provides positive experiences for children, both indoors and outdoors, and covers the six areas of learning well. However, opportunities that arise to extend children's early literacy skills outdoors are not always taken. Although in a stage of transition, leadership and management are good because adults work well as a team and share a vision about what can be done to enhance children's learning experiences.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The proportion of parents and carers responding to the inspection questionnaire was lower than in other primary schools. The responses to the questionnaire reflect a positive relationship with most parents and carers who say that staff keep their children safe, that their children enjoy school and that teaching is good. When investigating the concerns of the few respondents who feel that not enough is done to help them support their children's learning, inspectors found that that much helpful information is provided through a variety of well-attended curriculum and other events, and that staff are willing to respond to particular requests from parents and carers. Inspectors found that this was also the case with regard to any suggestions or concerns expressed by parents and carers. Nevertheless, the governing body is keen to explore ways in which communication can be improved. A very small number of parents or carers had individual concerns. These concerns were followed up in confidence by the inspection team. It was found that the school was already aware of the matters raised and appropriate action had been taken.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coleman 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 626 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	50	52	46	2	2	2	2
The school keeps my child safe	54	48	58	51	1	1	0	0
My school informs me about my child's progress	43	38	59	52	10	9	0	0
My child is making enough progress at this school	40	35	64	57	6	5	0	0
The teaching is good at this school	49	43	59	52	3	3	0	0
The school helps me to support my child's learning	37	33	62	55	13	12	0	0
The school helps my child to have a healthy lifestyle	36	32	63	56	7	6	2	2
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)	29	26	67	59	5	4	0	0
The school meets my child's particular needs	25	22	69	61	8	7	0	0
The school deals effectively with unacceptable behaviour	33	29	63	56	10	9	0	0
The school takes account of my suggestions and concerns	30	27	56	50	14	12	1	1
The school is led and managed effectively	41	36	56	50	6	5	0	0
Overall, I am happy with my child's experience at this school	51	45	52	46	6	5	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 October 2010

Dear Pupils

**Inspection of Coleman Primary School, Leicester, LE5 5FS**

Thank you for the help you gave us with the recent inspection of your school and for the very friendly way you received us. We spoke to many of you and you were really helpful. We particularly enjoyed listening to the choir practice and to seeing your enjoyment in assembly.

Yours is a good school. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. You make more progress in some years than others: we have asked your teachers to make sure that in all of your lessons you are really stretched so that you make the best possible progress in all years. We have also asked that teachers make more frequent checks on your learning in lessons. Your teachers spend a lot of time marking your work and through this give you good guidance on what you have to do to take the next steps in learning, particularly in developing your writing skills. We have asked staff to do more to improve your writing and you can help yourselves to do better by making sure that you try hard to follow the advice you are given.

You understand the importance of being healthy, you eat sensibly and take part in physical activities regularly. You learn to work and play well together and to help each other. We were also impressed with how you all do so much to help the school, especially those who help at playtimes and in the classrooms and those of you involved in making decisions through the school council. Yours is a strong and happy community of learners.

Adults at school look after you exceptionally well, so that you are safe and happy. Your headteacher, all the other staff and the governing body are determined to make things even better. We think that everyone at Coleman can work together to do these things and that you will want to play your part by working hard and attending regularly.

Yours sincerely

Dr Kenneth Thomas

Lead inspector

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