

# Richard Lee Primary School

## Inspection report

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<b>Unique Reference Number</b>	103693
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	355435
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Charalambos Loizou HMI

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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>	510
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Debbie Johnson
<b>Headteacher</b>	Nicola Harwood
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	The Drive Wyken, Coventry CV2 5FU
<b>Telephone number</b>	02476 450023
<b>Fax number</b>	02476 650603
<b>Email address</b>	admin@richardlee.coventry.sch.uk

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 March 2011
<b>Inspection number</b>	355435

**Number of children on roll in the registered  
childcare provision**

**Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 24 lessons and observed 19 teachers and some teaching assistants who were teaching at the time of the inspection. They held meetings with members of the governing body, staff and pupils as well as speaking to some parents and carers. Inspectors observed the school's work and the arrangements in place to safeguard pupils. They also looked at the school's development plan and self-evaluation, as well as assessment data that teachers use to monitor pupils' progress. Questionnaire returns from 85 parents and carers were analysed as well as returns from pupils and staff.

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

- How good is the achievement of pupils in reading, writing and mathematics, and what is the impact of measures taken to improve pupils' investigative skills in science?
- To what extent do teachers place sufficient demands on pupils in lessons and how well do they use assessment to ensure that all pupils make enough progress?
- To what extent do children in the Early Years Foundation Stage improve their language and communication skills, particularly in developing their knowledge of letter sounds to support early reading and writing?
- How effective is monitoring by the leadership team, staff and governing body on sustaining improvements to the teaching and pupils' attainment?

## Information about the school

This is a very large primary school with an Early Years Foundation Stage comprising a Nursery for three-year-olds who all attend part time, and three full-time Reception classes for four-year-olds. Throughout the school the large majority of pupils are of White British heritage and others come from a wide range of minority ethnic backgrounds. Although the percentage of pupils in the early stages of learning English is below the national average, an increasing number join the school each year with varying experiences of education and from a wide range of ethnic backgrounds. Some pupils who join the school after the Reception year, including Key Stage 2, are new arrivals into the United Kingdom and have no experience of school or education. The proportion of pupils with special educational needs and/or disabilities is above that of most schools, although the percentage with a statement of special educational needs is below average. The main areas of additional need include moderate or specific learning difficulties such as speech and language, emotional and behavioural difficulties or autism. The school has national Healthy School status and the bronze Eco award. The school has a children's centre on its site and this was inspected separately by another one of Her Majesty's Inspectors, but is not part of this inspection report.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a satisfactory education and attainment is rising well. Strong leadership has reversed a trend of declining attainment and is improving the quality of teaching and learning. Parents and carers rightly believe that the staff provide a supportive climate for learning. This is despite the limitations of parts of the school building. The governing body, senior and middle leaders have worked hard since the last inspection, especially in adapting the teaching to meet the needs of pupils who join the school with little or no spoken English. Teaching and support staff are highly committed to the needs and welfare of pupils, especially those who find learning challenging or who have emotional or behavioural difficulties. The school is well placed to face up to these challenges, demonstrating good capacity to sustain improvements. It provides satisfactory value for money.

Achievement is satisfactory overall with many individuals and significant groups achieving well. One pupil reflected the views of most, saying 'Everyone is really helpful and we know that our work is getting better.' Attainment in English, mathematics and science is in line with national expectations by the end of Year 6. Pupils with special educational needs and/or disabilities make good progress. The effective deployment of well-qualified teaching assistants has enabled them to target pupils who are at risk of falling behind. An extensive range of intervention programmes are used effectively to support those who have specific difficulties such as autism or who struggle with reading and writing. The progress made by pupils learning English as an additional language is, in most cases, outstanding. For example, many of last year's new arrivals who spoke little or no English are now fluent speakers and confident readers and writers.

The teaching is satisfactory overall and there is enough good teaching, approximately 60%, to sustain a rise in pupils' attainment. The most effective lessons provide tasks that are tailored to meet the needs of pupils of all backgrounds and abilities. Some lessons, however, do not expect enough of the pupils as the learning objectives are not sufficiently ambitious to extend pupils' knowledge and understanding towards higher levels. Teachers do not always provide enough time for pupils to check their work or reflect on what they need to do next, which limits pupils' progress. Senior and middle leaders hold pupil progress meetings with staff to analyse attainment and measure how much progress every pupil makes. There is scope to increase the frequency with which teachers assess and check pupils' work as some pupils fall short of their expected targets.

The teaching of letter sounds (phonics) in the Early Years Foundation Stage is regular but not consistent, especially across Reception classes, which slows children's progress in reading and writing. Some children do not get enough opportunities to extend their oral or written language by working independently or choosing activities that hold their interest for sustained periods. Nursery and Reception children are engaged in problem solving

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activities to develop their reasoning skills, although too little time is provided for children to think for themselves.

Across the school, the staff provide good pastoral care and support. A strong feature is the highly effective nurturing and induction arrangements when pupils join the school or change classes. Although attendance rates are low, the school is reducing persistent absence by working with welfare services, but a minority of families do not respond to the school's efforts, so that some pupils miss valuable time to consolidate or build on their learning.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Further accelerate pupils' progress in reading, writing and mathematics in Years 1 to 6 by:
  - increasing the proportion of good teaching to at least 80% by July 2012 so that lessons offer the right level of challenge for pupils of different abilities
  - providing more opportunities for pupils to reflect on and assess their own learning, and help them understand how best to improve their work
  - making even more regular checks on their progress and performance.
- Improve teaching and learning in the Early Years Foundation Stage by:
  - ensuring that there is consistency in the way letters and sounds (phonics) are taught in the Reception classes, so that attainment in reading and writing are raised by the age of five
  - ensuring that all children have more sustained opportunities to work independently when choosing their own activities
  - providing more opportunities for children to think for themselves and generate their own ideas when problem solving.
- Improve attendance rates to at least 94% by July 2012 to minimise the disruption that absence causes to pupils' learning and progress.

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

**3**

Attainment in writing is improving, but this is uneven across classes. Workbooks show that pupils are not always given enough time to assess their writing through, for example, editing or appraisal of their draft work. Pupils' progress in reading and mathematics has been more consistent because there have been effective intervention programmes; for example, guided or group sessions have boosted pupils' performance and progress. Some pupils start Year 1 with skills and abilities in basic language, such as knowledge of letter sounds, which are well below those expected of five-year-olds. Although attainment is still below average by the end of Year 2, it is improving well and pupils make satisfactory progress in relation to these starting points.

Pupils' behaviour is satisfactory, including that of some pupils who had demonstrated a tendency towards poor behaviour. Their improved behaviour results from the effective

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support provided by teaching assistants and the teachers responsible for managing each of the four 'academies' (areas of the school where classes representing different year groups are based). Pupils respect each other's views and pupils have a good sense of right and wrong. They are responsive and keen to ask questions and show initiative but, in some lessons, they do not have enough opportunities to reflect on or assess their learning. Pupils feel safe and many have stated that they trust that adults will deal effectively with rare incidents of bullying. They know that their efforts are valued, so they work hard and persevere in lessons. Pupils have a good understanding of healthy eating and are very active when participating in the school's extensive range of sports, dance and physical activities each week. Their spiritual, moral, social and cultural development is good overall. Most pupils show high levels of interest and engagement with school life. School councillors and monitors are mature and take their responsibilities seriously and with pride, for example, when organising fund raising or caring for younger pupils in their academy. Pupils have opportunities to contribute to their local and wider community through links and visits to other schools. They understand the changing nature of their school where 26 home languages are spoken, and are increasingly learning about different ethnic and cultural traditions represented in their community.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
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>3</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>3</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>	4
<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

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## How effective is the provision?

Teachers' analysis of attainment data is improving as a result of effective training, enabling all staff to become familiar with more precise information about the age-related levels pupils ought to reach. Although there is greater consistency in teachers' planning compared with that found at the time of the school's last inspection, some teachers do not adapt work or learning objectives sufficiently to meet the needs of pupils of all abilities. Very productive sequences of lessons led by teachers and teaching assistants, and one-to-one teaching have resulted in pupils with special educational needs and/or disabilities making above average rates of progress. Improvements to teachers' planning and a broader curriculum that links different subjects into interesting themes and topics have had beneficial effects. For example, mathematics and science lessons now provide more opportunities for pupils to investigate problems or test out their ideas. However, some lessons do not provide pupils with enough extension tasks to build on their learning towards higher levels.

Teachers often share each lesson's objectives with pupils and provide key success criteria for them to achieve. This is an improvement since the last inspection. An effective initiative has enabled teachers to colour code whether pupils are on course to reach their targets or are falling behind, so that it is easier for teachers to check that pupils are making enough progress. Although this is an important improvement, assessments are still not regular enough to ensure that all pupils reach their expected targets or that the targets are sufficiently challenging. Teachers mark pupils' work diligently and the advice and comments provided are helpful in referring pupils to their individual learning targets. However, the targets themselves are sometimes too broad, making it difficult for pupils to assess how well they are doing or understand the next steps.

Pupils who find learning difficult are supported very well by a skilled team of teaching staff and teaching assistants. Each stage of these pupils' progress is checked rigorously enough to adapt interventions and programmes which ensure that all pupils reach or exceed their targets. Overall, pupils learning English as an additional language make very good progress and integrate exceptionally well in lessons, especially when encouraged to work with others, which improves their spoken English.

The curriculum provides satisfactory opportunities for pupils to use information and communication technology. Topics include a good range of visits to places of interest, outdoor team-building activities, music, dance, drama and sport, so broadening pupils' experiences and having a positive impact on their personal development, health and well-being. There is very strong pastoral support for pupils and they are successfully encouraged to care for others which helps them to manage their own and other's behaviour. The extensive and highly effective nurture programme helps those pupils, in particular, who have exhibited challenging behaviour. Pupils also care for their local environment, including practical activities such as growing plants and vegetables.



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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, deputy headteacher and assistant headteacher work together as an effective team. Responses from staff questionnaires reflect high staff morale and a strong commitment to school improvement. Leaders and middle managers lead by example and work with staff to sharpen the use of teacher assessment and, through regular lesson visits, improve teaching. The governing body and middle leaders have improved their management skills. The process of self-evaluation, audit and review is more robust and thorough and has a positive impact on improving pupils' learning and increasing the proportion of good or better teaching. The governing body has stepped up its activities in assessing and evaluating the school's performance. The school's self-evaluation has been modest in some respects, reflecting the high expectations that the leadership team and governing body set for themselves.

To accommodate and manage the welfare and learning needs of all pupils, the leadership team introduced a different structure to the organisation of classes. It is called an 'academy system' which has been well received by pupils, parents, carers and staff. The new structure has improved the leadership skills and effectiveness of middle managers and has had a positive impact on pupils' academic and personal development. Each 'academy' comprises four or five classes, each from different year groups, and older pupils have commented on how this has helped them join in with, and care for, younger pupils. Teachers are in a stronger position to manage and share their planning and are better able to moderate work across classes from different year groups.

Moderation meetings and lesson visits to review pupils' and teachers' performance are increasing in accuracy and intensity which is resulting in good improvements to pupils' attainment, but there is scope to make more regular checks to ensure that all pupils reach their expected targets.

The school listens to, and acts on, the views of its community, which accounts for the good level of satisfaction expressed by parents and carers. There is a commitment to inclusion and equality of opportunity, reflected most in the sensitive care and management of new arrivals from diverse ethnic backgrounds, as well as for pupils with learning, emotional or behavioural difficulties. The school's contribution to community cohesion is satisfactory. The leadership team is increasingly making more systematic checks on the impact of the school's work on pupils from different backgrounds. Pupils learn about the main world religions, with opportunities for them to experience different cultural traditions. The school has well established partnerships and effective links with outside agencies and the local children's centre which offers additional welfare services and home links.

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At the time of the inspection all safeguarding requirements were being met well and fully comply with current statutory requirements. There are good arrangements in place to ensure that only suitable adults come into contact with pupils.

A significant number of parents and carers have rightly expressed concern about the state of the school building. The commitment and efforts of the staff team and governing body, often reaching beyond what would be expected of staff in most schools, help to alleviate barriers to pupils' learning. The governing body is doing all it can to address this and the staff team do well to minimise any discomfort

*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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The teaching and support provided for the children in both the Nursery and Reception classes are starting to increase the proportion of children reaching age-related levels by the age of five. Well-established and accurate assessments of Nursery children, as well as improved and sharper assessments in the Reception year, are helping to identify gaps in children's learning. Although attainment is below that expected in all areas of learning by the time they start Year 1, Nursery and Reception children make satisfactory progress.

Children make satisfactory progress in linking letters and sounds to words through songs, nursery rhymes and books, but adults do not always transfer these skills to writing, which slows children's early writing development. There are inconsistencies in the way phonics are taught, especially across Reception classes, so that the children make less progress in their knowledge of spellings of common words in books compared with other areas of learning. Children enjoy working independently and with others in groups, helping them to generate their own ideas and engage in different activities, but too little time is given to allowing children to think for themselves or solve problems.

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There are warm and trusting relationships where each child is valued and rewarded for good behaviour and effort. Assessments and observations of the children are carried out diligently but there is insufficient focus on what the children are learning, as records often refer to what the children are doing, leaving uncertainty about the next steps or targets to work towards. Children explore and develop their physical and creative skills using different textures through colour mixing, drawing and painting. Both Nursery and Reception children benefit from working in the well-resourced and exciting outdoor and indoor areas. They play safely with wheeled toys or using climbing apparatus. Teachers' planning incorporates time for the children to work and play together, and also to choose from a range of areas and activities during what is called 'free-flow' time. This improves their confidence and independence, but some children find it difficult to sustain activities that will hold their attention for good periods of time. The Early Years Foundation Stage is managed efficiently and the staff work cooperatively ensuring there is a smooth transition between Reception and Year 1.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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**

Fewer than one in five parents responded to the inspection questionnaires, which is well below the national average. The vast majority of parents who returned questionnaires, as well as those spoken to by inspectors, believe that their children are safe and that this is a caring and supportive school. Many expressed concern about the poor state of the school building. Inspectors agree that parts of the school are in need of repair and maintenance, especially to deal with damp caused by leaking roofs and rotting windows. Most pupils and parents expressed satisfaction with the positive and highly supportive ethos engendered by the staff and some have commented on the engaging way the staff welcome them when they visit the school.

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

Ofsted invited all the registered parents and carers of pupils registered at Richard Lee 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 510 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	68	25	29	1	1	0	0
The school keeps my child safe	53	62	32	38	0	0	0	0
My school informs me about my child's progress	45	53	39	46	0	0	0	0
My child is making enough progress at this school	51	60	31	36	3	4	0	0
The teaching is good at this school	54	64	30	35	1	1	0	0
The school helps me to support my child's learning	45	53	36	42	3	4	0	0
The school helps my child to have a healthy lifestyle	42	49	39	46	4	5	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)	39	46	36	42	1	1	0	0
The school meets my child's particular needs	43	51	38	45	2	2	0	0
The school deals effectively with unacceptable behaviour	45	53	28	33	7	8	2	2
The school takes account of my suggestions and concerns	38	45	39	46	4	5	0	0
The school is led and managed effectively	47	55	34	40	3	4	0	0
Overall, I am happy with my child's experience at this school	54	64	29	34	2	2	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](http://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"><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.**



4 March 2011

Dear Pupils

**Inspection of Richard Lee Primary School, Coventry, CV2 5FU**

Thank you for your welcome and the politeness you showed to the inspectors. We have judged that you go to a satisfactory school and are making satisfactory progress in English, mathematics and science. Some of you are making good progress, especially those who have found it difficult to learn to read and write in the past. Many of you have told us that you like your teachers and all the adults who work in the school because they are so caring and trusting. The inspectors agree with you. The headteacher, leadership team and governing body are managing the school well to ensure that you continue to improve your work. There are some things that we have asked them and your teachers to do to make your school even better by:

- providing you with more good lessons so the work you are given to do is not too easy or too difficult, but is just right for each of you
- giving you more opportunities to check and improve your work, and think about what you have learned to deepen your understanding
- checking more often to make sure that you all reach your learning targets.

The inspectors have asked the adults in the Early Years Foundation Stage to:

- teach the children their letter sounds better, especially in the Reception classes, so they are able to read and spell words accurately when they write
- give the children activities they can choose for themselves so they work for longer periods independently and with other children
- provide more time for the children to solve problems so they learn to think for themselves.

The school is trying hard to encourage every pupil to attend school every day. You can all help by making sure that you do. The inspectors have asked the school to try and reach a target for attendance of at least 94%. We know that some classes do better than this so well done to those classes and we would like every class to do the same.

I wish you all the very best.

Yours sincerely

Charalambos Loizou

Her Majesty's Inspector

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