

Coton Green Primary School

Inspection report

Unique Reference Number	124133
Local Authority	Staffordshire
Inspection number	359588
Inspection dates	17–18 March 2011
Reporting inspector	John Horwood

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	288
Appropriate authority	The governing body
Chair	Mandi Coton
Headteacher	Jane Hollis
Date of previous school inspection	28 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons and saw 11 teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, the school development plan, progress monitoring records and school policies. The responses to 104 questionnaires from parents and carers were scrutinised.

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

- What are the strategies the school uses that help boys do so well with their writing?
- How well does the school support pupils' understanding of those from different backgrounds to their own?
- Do current rates of progress support the school's view that progress is good for all pupils?

Information about the school

Coton Green School is larger than the average sized primary school. Most of the pupils come from White British backgrounds and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than in most schools. The school has a lower than average proportion of pupils who have special educational needs and/or disabilities, but their needs cover a broad spectrum. The Early Years Foundation Stage provision consists of two Reception classes. The school has been awarded Healthy School status and the Inclusion Quality Mark. There is a privately managed pre-school Nursery on the school site which did not form part of this inspection.

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

Coton Green Primary provides a good education. It is a school that is at the heart of the local community, where it has developed a good reputation. Parents and carers made many written comments supporting this view, typified by: 'An excellent school run by a capable headteacher who is an effective listener that responds immediately to issues raised. She is supported by an excellent staff and management team. My child has had a wonderful experience at Coton Green, a school which is held high in the Tamworth community.' Relationships throughout the school are strong with adults providing good care and support to all pupils, who themselves respond by behaving well and having positive attitudes to learning. The pupils' feeling of being safe is outstanding and one pupil showed his appreciation with the comment, 'They look after us too well'.

A strength of the school is that every pupil is supported as an individual and this has resulted in all pupils making similar good progress, including those with special educational needs and/or disabilities and the few who speak English as an additional language. This is reflected by the school being awarded the Inclusion Quality Mark. It also accounts for why boys do as well as girls in their writing, which is contrary to the national situation. There is a strong focus on ensuring the curriculum is stimulating and meets the needs of all pupils in the 21st century. Although developments are still continuing, the curriculum is already supporting good progress and above average attainment. The enjoyment it provides is reflected in pupils' comments and their high attendance records. During the past two years the progress made by pupils has improved from being satisfactory to good as a result of good teaching. Leaders and managers have a clear understanding of the strengths and areas for development within the school and their self-evaluation is accurate. All the issues from the previous inspection have been addressed well. Together with improvements in teaching and learning, these positive features mean that the capacity for sustained improvement is good.

Within the classroom teachers make good use of assessment systems to ensure that work matches the abilities of all pupils, who are becoming increasingly involved in assessing their own progress. They are not always given sufficient opportunities to use their initiative during lessons, and so make even greater progress. Many teachers are still developing the skills of providing the extra pace and challenge that lead to outstanding lessons. Marking of pupils' work is regular with helpful comments, but teachers do not always ensure that comments are followed up by the pupils. Some marking is of high quality but some does not clearly identify what pupils need to do to get to the next step in their learning.

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What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding throughout the school by ensuring that:
 - there is consistently good pace and challenge in lessons
 - the marking of pupils' work always identifies how to get to the next step in their learning, and teachers' comments are always followed up.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with skills and understanding that are broadly at the levels expected for their age, and make good progress to leave Year 6 with above average attainment. Attainment levels are rising and in 2010 they were high. This represents good achievement. There are no significant differences in the progress made by any group of pupils or between subjects. Pupils with special educational needs and/or disabilities make good progress because the teaching assistants provide good support and guidance throughout all parts of the lesson. They also respond well to the challenge to do an increasing amount of independent work. Pupils who speak English as an additional language are given short periods of individual support to enable them to learn in class.

Pupils enjoy their learning, especially when they are actively involved, and this contributes to their good achievement. This was seen in a Year 3/4 lesson when pupils used a well-prepared map to plan a journey using points of the compass to navigate. In many lessons information and communication technology systems are well used to support learning and to motivate pupils. In a Year 3/4 science lesson about how different materials respond to being rubbed, the learning was enforced by a short film display. The skilful use of the 'replay' facility and appropriate questions ensured pupils paid attention and learnt well.

Attendance is high across all year groups with no persistent absentees. Pupils understand about healthy living and make healthy choices of their food, and participate fully in the sport activities available. They make a good contribution to both the school and the local community. Within the school the school council is very active and, for example, was fully involved in choosing the school 'logo'. They are very aware of global issues and raise funds for many charities and emergencies. Pupils are currently producing newspaper articles about the recent earthquake in Japan. Their spiritual, moral, social and cultural development is good. They gain a good understanding of other cultures through curriculum activities and meeting other pupils through sport and direct school links.

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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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	1
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 good subject knowledge and work in teams to plan their lessons. The school observations show that teaching had been satisfactory as teachers settled into their new year groups but the inspection evidence confirmed that it is now good. Teachers plan lessons well within the revised curriculum, which makes many links between subjects and makes all the lessons interesting. They are very skilful at using data to match the work to pupils' abilities but the pace of the lesson and the challenge of the work are often aimed at ensuring that progress is good rather than aiming even higher. Monitoring systems are used well to analyse and track the progress both boys and girls make in writing and guided writing exercises ensure that specific areas for improvement are targeted. All pupils are well supported during all parts of the lesson and their needs are carefully considered within the planning. The awareness of this being a mainly monocultural school is reflected in the curriculum with many themed days, topics about other countries and varied faiths being studied in religious education. The curriculum is enhanced by activities outside the school day and also through arrangements with other schools, an example being the support for the most-able pupils through work with other local primary schools.

Pupils are well cared for and supported throughout the day. Health and safety are given a high priority and, for example, there are a relatively high number of trained first aid staff. Pupils are well known to all the adults in school and the good relationships ensure that they are comfortable to talk about any problems. Arrangements to ensure pupils are

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prepared for secondary education are good, with formal induction days supplemented by opportunities for most year groups to visit or work with the secondary schools at some time.

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 school is well led and all staff recognise the leadership qualities of the headteacher. She has a clear drive and ambition and this is well supported by other leaders and the governing body. Because the leadership team have high standards and want to improve further, some parts of systems within the curriculum are not yet fully embedded, but the impact is already good. Leaders and managers know exactly what needs to be done to support pupils' learning even better and are working well towards their aim. Records of lesson observations within the school show that there has been a good impact on improving teaching. The effectiveness with which the school promotes equal opportunities and tackles discrimination is good. There is no sign of discrimination within the school and every pupil has the same opportunities within class and other school activities. As a result there are no significant variations in the levels of progress made by the various groups of pupils and attainment is above average.

Governance is good. The governing body fulfils its legal requirements while supporting and challenging the school leaders. Its members have a good understanding of the school's strengths and areas which need developing. Safeguarding arrangements are good with good site security. Records of the suitability of all staff to work in the school are all up to date. Risk assessments are comprehensive and easily accessible to staff. There are good records of meetings with external agencies to support pupils whose circumstances make them potentially vulnerable, with the school taking the lead role if appropriate. The actions to support community cohesion are based on a secure initial audit which involved all staff and the governing body followed by detailed action planning. Modifications to the curriculum enhance pupils' understanding and enable them to make contact with pupils from different backgrounds during joint school sport activities and school trips. Effective partnerships are already established with two local schools whose pupils come from different backgrounds.

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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

When children enter Reception they quickly learn to play and interact well with one another and their behaviour is good. During their time in Reception all pupils make good progress. The learning environment is stimulating and supports learning well. The outdoor area has progressed significantly since the previous inspection and is now used well to support the classroom learning. It is subject to an ongoing programme of further improvements. Planning for learning is good although the effectiveness of the adult-led activities observed ranged from satisfactory to outstanding. Adults monitor the work of the children well and good planning ensures that appropriate work is set.

The leaders of the Early Years Foundation Stage are highly skilled and are thorough at ensuring good progress is promoted. Staff generally have high expectations of children and all are fully involved in supporting their personal development. Adults look after the children well and stringent checks are made on safeguarding issues. All welfare requirements are met. Staff work closely with outside agencies to provide extra support when appropriate. Leaders work closely with parents and carers and with the on-site Nursery to ensure a smooth transition into the school. A thorough analysis of outcomes and provision ensures that leaders know where strengths exist and where improvements are needed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 parents and carers who returned questionnaires were overwhelmingly supportive and there were no general areas of concern. A few parents and carers made written comments, most of which were very supportive. A very few had individual concerns but they did not follow a pattern. With some of the comments the author added that they had made a similar comment on the school questionnaire which had been sent out just before the Ofsted one, and that they knew the headteacher would respond to their comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coton 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 104 completed questionnaires by the end of the on-site inspection. In total, there are 288 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	71	27	26	1	1	1	1
The school keeps my child safe	74	71	28	27	2	2	0	0
My school informs me about my child's progress	61	59	40	38	2	2	0	0
My child is making enough progress at this school	60	58	42	40	1	1	0	0
The teaching is good at this school	75	72	28	27	1	1	0	0
The school helps me to support my child's learning	70	67	33	32	1	1	0	0
The school helps my child to have a healthy lifestyle	63	61	40	38	1	1	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)	45	43	51	49	1	1	0	0
The school meets my child's particular needs	61	59	41	39	2	2	0	0
The school deals effectively with unacceptable behaviour	45	43	53	51	2	2	0	0
The school takes account of my suggestions and concerns	52	50	49	47	1	1	1	1
The school is led and managed effectively	76	73	26	25	2	2	0	0
Overall, I am happy with my child's experience at this school	80	77	23	22	1	1	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.



21 March 2011

Dear Pupils

Inspection of Coton Green Primary School, Tamworth, B79 8LX

Thank you for making us so welcome when we came to your school. We really enjoyed talking to you and looking at the work you do. Your school is giving you a good education.

There are many things we admire about your school and these are a few of them.

You tell us that you feel extremely safe in the school because staff look after you so well.

You all enjoy school and have high attendance records.

You all make good progress as a result of good teaching.

Most of you behave well and you say that any bullying is always dealt with.

You say that you enjoy most lessons, especially when the topic links things like art and history.

There are many after-school clubs and activities which a large number of you join in with.

You get lots of opportunities to meet pupils from different backgrounds.

These are the things we have asked the school to do to make it even better:

- ensure that when teachers mark your work they always tell you how to improve and check that you take their advice
- ensure that the pace of lessons and the challenges teachers set you help you make even more progress.

All of you can all help by carrying on working hard.

Yours sincerely

John Horwood

Lead inspector

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