

Aldermoor Farm Primary School

Inspection report

Unique Reference Number	103681
Local Authority	Coventry
Inspection number	355428
Inspection dates	12–13 July 2011
Reporting inspector	Marion Thompson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Mike Hoyland
Headteacher	Lisa Sharratt
Date of previous school inspection	14 November 2007
School address	Acorn Street Coventry CV3 1DP
Telephone number	02476 456272
Fax number	02476 636213
Email address	headteacher@aldermoorfarm.coventry.sch.uk

Age group	3–11
Inspection dates	12–13 July 2011
Inspection number	355428

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 23 lessons and parts of lessons, observing the work of 21 teachers. Informal discussions were held with a sample of parents and carers who accompanied their children to school. Meetings were held with the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, went on a learning walk focused on the curriculum, and looked at documentation. This included the school improvement plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and an audit undertaken by the school. Inspectors analysed the results of the 92 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

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

- Inspectors investigated the impact of teaching and the curriculum on pupils' attainment and progress in writing.
- They also studied the progress made by girls.
- They explored whether the school had the capacity to sustain recent improvements over the longer term.

Information about the school

This is a large school, where almost half of the pupils are of White British origin. Around two fifths of the pupils are of Black or Black British-African heritage. There is a rapidly increasing group of pupils of other White backgrounds, who are mainly from Eastern Europe. A number of other ethnic groups are represented by small numbers of pupils, and in total 38 languages are spoken in the school community. Some pupils join the school directly from overseas, often with little or no prior experience of school. A large number of pupils are at the early stages of learning English, especially in the Early Years Foundation Stage. A high percentage of pupils join and leave partway through their primary school education. In the academic year 2010/11 over 54 pupils joined the school and 43 left. The proportion of pupils with special educational needs and/or disabilities is high, as is the level of pupils known to be eligible for free school meals.

The school makes specially resourced provision for eight pupils who have autism within a base on the school site. They are on the school roll and join other pupils in lessons whenever possible. Places are awarded and partly funded by the local authority, but the resource centre is managed by the governing body. The governing body also has responsibility for a free breakfast club. The school has gained Healthy School status.

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****3**

Main findings

The school provides a satisfactory education. Boys and girls of all abilities, backgrounds and prior experiences, including those in the resource base, make satisfactory progress from generally low starting points. Progress is accelerating rapidly and securely and is good in an increasing number of lessons. Attainment is well below average, mainly because of weak standards in writing and the high number of pupils entering and leaving the school on a weekly basis, many of whom do not attend for long enough to benefit fully from the school's provision. Even so, the gap between the standards pupils attain nationally and those found in the school is narrowing quickly. For example, attainment in mathematics has risen sharply and is now broadly average at expected and higher levels, and progress is good. Reading, too, has improved securely throughout school and this is shown by the upward trend in English test results. These improvements are appreciated by parents and carers. Progress in writing, while satisfactory, is improving at a slower pace. Pupils' enthusiastic attitudes to learning support their progress.

More rapid academic progress is largely due to a lively curriculum which meets the needs of most pupils well, and to significant improvements in teaching and assessment. Teaching is satisfactory overall. In a significantly increased number of lessons teaching is good, challenging and engaging pupils of all abilities. More informative marking is helping pupils to improve their work. Pupils' progress is now more closely monitored, with rapid intervention when they need extra support.

As they go through school, pupils develop into responsible young people because of thoughtful care, support and guidance. Their contribution to the school and wider community is good. For example, they have made a video about their views of the local area to show to local community leaders. They feel safe and pupils who have autism are confident in the school environment. Pupils attend regularly and behave well. They show a good awareness of how to stay healthy and an impressive number take part in extra-curricular sports. The school is effective in promoting an ethos of respect and racial harmony, which contributes to pupils' good social, moral, spiritual and cultural development. They are proud to celebrate their cultures within the school, for example sharing books in languages used at home during book week.

The headteacher provides a strong sense of direction through effective planning, based on a thorough analysis of the school's work. This has provided a strong platform for improvement. The impact of actions on pupils' progress has been tightly monitored. Intensive support, including help from the local authority, has been effective in improving middle management and governance, which are now satisfactory, and all aspects of provision. This demonstrates that the school has satisfactory capacity to sustain improvement. Engagement with parents and carers, including those who are hard to reach, is good.

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

Despite all the improvements, too often spelling and punctuation are not secure and extended writing is too brief. It often lacks richness, colour and detail, because pupils have limited access to rich and complex texts. Pupils make limited use of language structures such as metaphor. In too many lessons, planning does not take full account of the very wide range of pupils' needs. Also teachers occasionally do not provide enough opportunities for active involvement, especially to meet the needs of those pupils with emotional, behavioural and social difficulties. Targets are not consistently used to help pupils to understand what their next steps should be, and there is limited use of open-ended questioning to develop their ideas.

Up to 40% of the 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?

- By July 2012, ensure that pupils make consistently good progress in writing, by ensuring that:
 - punctuation and spelling are consistently secure
 - pupils are encouraged and supported to write at greater length
 - pupils are provided with good textual models and support to help them to write in more depth and detail and to use more sophisticated language.
- By July 2012, improve teaching so that the large majority is good or better by ensuring that:
 - work is planned carefully to meet the very wide range of pupils' needs
 - pupils, especially those with emotional, social and behavioural issues, have plenty of opportunities for active involvement in lessons
 - pupils consistently use learning targets to help them to improve their work
 - open-ended questioning consistently helps pupils to improve their work.

Outcomes for individuals and groups of pupils

3

Pupils enjoy lessons which involve them in practical activities and present them with challenging but achievable tasks. In these lessons they are persistent even when they find the work difficult. Year 5 pupils were fully engaged in solving problems involving fractions because they were searching for solutions in a 'hands on' way. For example, more-able pupils worked out how to get the best deal when buying a school uniform from a range of clothes discounted by a fraction of their price. As a result of using practical strategies, attainment in mathematics has risen rapidly to broadly average over the last two years and progress is now good.

Pupils make rapid progress in developing their speaking and listening skills, especially those who are in the early stages of learning English. Skills in writing are improving. Pupils engage the reader's attention by using interesting opening sentences. They increase their vocabulary steadily and make their work more interesting by describing things well.

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

However, formal writing is frequently too short and lacks depth and complexity, and pupils too often make spelling and punctuation errors.

Pupils from all minority ethnic groups make satisfactory progress. A carefully planned curriculum ensures that those at the early stages of learning English, the large number of pupils who arrive during the year, and pupils with special educational needs and/or disabilities make progress in line with their peers. Pupils who have autism make satisfactory progress overall. It is frequently good when they work in the resource base because the curriculum is personalised. Very occasionally pupils with emotional, social and behavioural difficulties do not make enough progress in mainstream classes because lesson activities are not practical enough to keep them fully engaged.

Pupils' willingness to learn, good behaviour and enterprise skills developed through raising money for charity provide a strong base for later life. However, preparation for future economic well-being is satisfactory since writing remains well below average and attendance is no better than average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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	3
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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?

Relationships are warm and this develops pupils' confidence well. Frequent opportunities for partner and group work help pupils to develop their language skills and ideas. However, they have insufficient access to complex texts which would help them to develop

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

their own writing. Marking provides straightforward advice to pupils on how to improve their work. A Year 4 literacy lesson, based on planning a story about Horrid Henry, demonstrated many of the features typical of the increasing number of good lessons in the school. The lesson was well planned to provide a good level of challenge and active involvement for pupils of all abilities, including those with autism. For example, punctuation was revised through making kung fu movements. Humour was used effectively to motivate pupils to write. Targets were used well to help pupils to improve their work, as were open-ended questions. These good features are not yet consistently present in all lessons.

The curriculum is having an increasingly positive impact, leading to more rapid progress and good personal development. This is because it is usually adapted to the very wide range of pupils' needs, although not always with enough physical activities for pupils with emotional, social and behavioural difficulties. It reflects pupils' diverse backgrounds well. The creative curriculum is strong and practical activities have strengthened pupils' motivation and progress. Good partnerships have added considerably to pupils' activities in sports and the arts, as well as enterprise projects. Parents and carers appreciate this, and the welcoming and attractive learning environment the school provides. Induction and transition procedures are effective in helping pupils to settle well, including those who arrive throughout the year. Pastoral support for pupils who have special educational needs and/or disabilities, including those with autism and the large number of pupils who circumstances make them potentially vulnerable, is good. The school works well with different groups of parents and carers, such as Somali mothers. Attendance has improved from below to broadly average due to the wide range of effective actions taken. Behavioural issues are managed well, although there is no formal evaluation of improvements in the behaviour of pupils who have emotional difficulties.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 headteacher, supported enthusiastically by school staff, has embedded ambition and raised expectations by making staff more accountable for the progress of pupils in their classes. Pupils are now expected to reach challenging but achievable targets and their progress is regularly monitored to ensure they are still on track. Self-evaluation is accurate and planning is thorough and prioritised well. Well-planned staff development has resulted in improvements to teaching and to the curriculum. Governance is satisfactory. The governing body provides good support for the school. Middle leaders and governors are improving their skills in monitoring, so they can perform their duties more effectively.

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

Safeguarding is good, and this is strongly endorsed by parents and carers. Child protection procedures are rigorous and documentation is thorough. Pupils in potentially vulnerable situations are monitored and supported well, and this promotes regular attendance and helps pupils to overcoming barriers to learning. Site management and security are good.

Providing equal opportunities is at the heart of all the school's actions, and the school is a very inclusive environment where pupils of all backgrounds and abilities are valued and value others. The school is successful in tackling discrimination and promoting shared values within its community. However, no groups of pupils are as yet making better than satisfactory progress. Community cohesion is promoted well in this inclusive community, especially at local level. The breakfast club provides a good start to the day for many pupils and meets the needs of families well. Pupils have a good appreciation of the diverse faiths and cultures of the United Kingdom and have formed good links with a contrasting rural school. International partnerships, while satisfactory, are not as well developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
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	3

Early Years Foundation Stage

Children make good progress across most areas of learning. Their writing skills remain very limited on entry to Year 1, but are beginning to improve because of regular, well-focused practice. Some children know that they need to use capital letters and full stops in simple sentences and leave finger spaces between words. Children feel safe in a social environment of warm relationships, where they have confidence in their teachers. They listen attentively, share and take turns. They wash their hands after outdoor play and have internalised good health habits. They behave well and play constructively. Children of very differing abilities and prior experiences, including the large number with special educational needs and/or disabilities and the many pupils at the early stages of learning English, achieve well in a caring but challenging environment. Work is well planned across

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

all areas of learning and teaching is good, because work is based on a careful assessment of children's needs and interests. Outdoor play is used well to reinforce learning, as well as allowing children to initiate activities and develop independence. Occasionally opportunities are missed to develop children's language through more frequent adult intervention during play. Leadership and management are effective. Practice is fully inclusive and the setting provides well for all groups across a diverse range of ethnicities and abilities, including those who arrive during the course of the year.

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

A below-average proportion of parents and carers responded to the questionnaire. They were very supportive of the work of the school, especially in their comments about how pleased they are with their child's overall experience of school and how the school helps to keep their child healthy. A small number expressed concern about the way in which unacceptable behaviour is dealt with. Inspectors looked into this area and found that pupils' behaviour and the management of behaviour were good, although in some instances not enough is done to maintain good behaviour by ensuring that lesson activities are practical and engaging.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Aldermoor Farm 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	59	34	37	3	3	0	0
The school keeps my child safe	58	63	32	35	0	0	1	1
My school informs me about my child's progress	50	54	38	41	4	4	0	0
My child is making enough progress at this school	49	53	35	38	7	8	0	0
The teaching is good at this school	46	50	45	49	0	0	0	0
The school helps me to support my child's learning	51	55	33	36	3	3	0	0
The school helps my child to have a healthy lifestyle	56	61	35	38	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)	55	60	36	39	1	1	0	0
The school meets my child's particular needs	41	45	47	51	1	1	1	1
The school deals effectively with unacceptable behaviour	42	46	40	43	10	11	0	0
The school takes account of my suggestions and concerns	44	48	40	43	5	5	0	0
The school is led and managed effectively	49	53	36	39	0	0	0	0
Overall, I am happy with my child's experience at this school	54	59	37	40	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



14 July 2011

Dear Pupils

Inspection of Aldermoor Farm Primary School, Coventry, CV3 1DP

Thank you for the warm welcome you gave us when we visited your school. You told us a lot about the school. This helped us to make our judgements. It is a satisfactory school where many recent improvements have helped you to make faster progress. You get off to a good start in the well-led Early Years Foundation Stage because staff take good care of you, and teaching and the curriculum are good.

You now make satisfactory progress in Years 1 to 6. In many lessons you are making good progress, especially in mathematics. This is because teaching is improving and more and more of it is good. You help because you have such positive attitudes to your learning and attend regularly, so keep it up. The school keeps a careful eye on you to make sure you are safe and secure. You told us that you know a lot about keeping fit and healthy and showed us that it was true by the high take-up of extra-curricular sports and other activities. You behave safely and make a good contribution to the school and local community. You treat each other with respect.

The headteacher, governing body and staff are very determined that the school continues to improve. To ensure that this happens, we have asked staff to raise standards in writing by improving your spelling and punctuation, and by encouraging you to write more and in greater depth and detail. We would like you to use more sophisticated structures, like metaphors and similes, to make your writing more interesting, and have asked staff to provide you with good models of writing to give you some ideas.

We have also asked staff to make sure that work always presents you with a good level of challenge and that learning is active for all of you, but especially for those who find it hard to concentrate for a long time. We would like teachers to make sure that you use your targets to improve your work. You can help too, by remembering what they are and trying to use them. And finally, we have asked staff to ask you open-ended questions, so that you have scope to give a full reply and think carefully, rather than giving a one-word answer.

Yours sincerely

Marion Thompson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.