

Earlsdon Primary School

Inspection report

Unique Reference Number	103641
Local Authority	Coventry
Inspection number	376942
Inspection dates	14–15 November 2011
Reporting inspector	Jason Smith

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	389
Appropriate authority	The governing body
Chair	Jenny Horrabin
Headteacher	Gill Naylor
Date of previous school inspection	4 October 2006
School address	Earlsdon Avenue North Coventry CV5 6FZ
Telephone number	024 76672917
Fax number	024 76670732
Email address	admin@earlsdon.coventry.sch.uk

Registered childcare provision	Earlsdon Breakfast & Afterschool Club
Number of children on roll in the registered childcare provision	75
Date of last inspection of registered childcare provision	Not previously inspected

Age group	4–11
Inspection date(s)	14–15 November 2011
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Introduction

This inspection was carried out by three additional inspectors. They saw 15 teachers, observed 16 lessons and met with parents and carers, groups of pupils, the chair of the governing body and staff. Inspectors observed the school's work and looked at its improvement plan, minutes of the governing body meetings, assessment information and curriculum planning. In addition, they scrutinised pupils' work. They analysed questionnaires from staff and 146 questionnaires from parents and carers.

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

- The current rates of progress and attainment levels of different groups of learners.
- How well teachers plan to meet pupils' individual needs?
- How effective the new leadership team is in relation to raising standards and driving improvement?

Information about the school

Earlsdon Primary School is larger than the average-sized primary school. The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is in line with the national average. A small minority of pupils speak English as an additional language and few pupils are known to be eligible for free school meals. The percentage of pupils with special educational needs and/or disabilities and the proportion with a statement of special educational needs is just below average. The most significant change since the last inspection has been the appointment of a new headteacher in January 2010 who was previously the deputy headteacher at the school. A new deputy headteacher has been appointed and a new leadership team is now in place.

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

Earlsdon Primary School is a good school where pupils achieve well and enjoy learning. It has many good features and is popular with pupils, parents and carers. The parents and carers value the caring and safe environment and the good quality learning opportunities provided by the school. One parent commented: 'My child loves her school. I strongly recommend Earlsdon Primary to all other parents.' The good links, such as those with creative partners, make a positive impact on the school's work. Leadership and management are good because of the impact they have on raising standards and improving the provision. The headteacher has a perceptive understanding of the school's strengths and areas for development. The leadership team work successfully to ensure consistent progress in all areas. Recent successes in securing good progress through the school show that capacity to improve is good.

Parents and carers appreciate the supportive and caring induction that helps children settle very quickly. The provision in the Early Years Foundation Stage is good and ensures all children make a positive start to school. A parent of a child in the Reception class confirmed this view and commented: 'This is the first time I have had a child start school and the staff have been brilliant, making my son and us as parents feel welcome and very secure. He very much enjoys school and I feel he is progressing well.'

Pupils make good progress because teaching meets their needs well. The broad and diverse curriculum includes rich opportunities that excite and motivate pupils. Consequently, standards in English and mathematics are above average by the time pupils leave the school. The progress of, and provision for, pupils with special educational needs and/or disabilities are good. Teaching has improved and is now good, although information from assessments is not always used well enough to ensure that pupils are sufficiently challenged and pupils are not always clear about how to improve their work.

Staff create a warm and stimulating environment that celebrates pupils' work and reflects the rich cultural diversity within the school. Pupils' good spiritual, moral, social and cultural development results in positive relationships and good behaviour across the school. The good care, guidance and support of staff help pupils to feel safe. Staff manage any unsettled behaviour consistently and effectively. The school's transition arrangements for pupils ensure that pupils leaving, joining or moving through the school are supported well. Pupils have a good understanding of how to

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stay healthy and thoroughly enjoy the range of physical activities on offer which include football and dance.

The headteacher and newly formed leadership team work effectively together and are increasingly aware of the school's strengths and what improvements are needed. Primarily, this is to ensure teaching is consistently good, that outcomes from monitoring further improve pupils' progress and strengthening assessment with greater opportunities for independent learning.

What does the school need to do to improve further?

- Ensure teaching is consistently good across the school to accelerate pupils' progress by:
 - ensuring that pupils are given detailed guidance, through marking, on what they need to do to improve
 - making sure that pupils take account of that guidance
 - providing more able pupils with additional challenge.
- Increase the impact of leaders and managers in further improving pupil progress by:
 - monitoring how well staff set challenging targets for pupils of all abilities
 - ensuring staff regularly review pupils' progress in English and mathematics
 - ensuring that staff provide sufficient opportunities to promote independent learning.

Outcomes for individuals and groups of pupils

2

The large majority of pupils join the school with attainment broadly in line with national expectations. As a result of good teaching, all groups achieve well and, by the time they leave the school, standards are above average in English and mathematics. The school's tracking and pupils' work shows that this is on course to be maintained. Variations in the performance of different groups, such as boys and girls, have been ironed out by adjustments to the curriculum and teaching styles to challenge boys and girls equally. As a result, the gap between girls and boys has narrowed sharply.

Pupils make good progress regardless of their ethnicity or level of spoken English. Those pupils with special educational needs and/or disabilities also make good progress. This is because work is pitched at the right levels to enable them to make secure steps forward in their learning. In lessons, most pupils are excited by their learning; they remain engaged and are keen to do well. Pupils with English as an additional language make rapid gains in their acquisition of spoken and written English because of the well focused support provided and the opportunities to engage in discussion. By the time these pupils leave the school, most attain standards that are at least on a par with their peers.

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The pupils’ good learning habits are complemented by strengths in their personal, social and emotional development. Throughout the school, pupils act responsibly and are kind and polite. Pupils have a good understanding of how to keep healthy and enjoy physical activities. They know that eating more fruit and vegetables helps them to keep healthy. Pupils say they feel safe in school and know who to talk to if they are upset or worried. Despite an appropriate level of staff supervision, a few pupils raised concerns about feeling unsafe at the start of the school day because of the high presence of parents and carers around classroom entrances.

Pupils appreciate the different languages, traditions and faiths in the school and get on well together. Consequently, behaviour is good. When they leave the school, the pupils have secure academic skills and they are growing in confidence in working together. ‘Playground Pals’ and ‘The Eco Squad’ help to illustrate there are good opportunities for pupils to undertake duties around the school and this is being extended within the wider community. Pupils enjoy school and attendance is high, although not all children are consistently punctual.

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	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	2
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have created a caring environment for learning and provide good support and guidance that contribute significantly to pupils’ well-being. One success has been the effective support for those with a range of additional needs, including those who arrive with little spoken English. As a result, all groups of pupils make good gains in

¹ 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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their learning and personal skills, and are well prepared for the transition to their next schools.

Teachers and teaching assistants work well together to plan engaging lessons. However, they do not always use information from assessments to ensure work is pitched at the right levels. Therefore, some pupils are not set sufficiently demanding work especially for the more able. Although marking is consistent, it does not always provide sufficient guidance on how the pupils might improve or allow enough opportunities for pupils to take account of what has been marked.

The curriculum contributes well to the pupils’ good progress and gives them a good awareness of how to live safe and healthy life-styles. Pupils have a good understanding of the similarities and differences of the varied communities who attend the school. Consequently, they get on well together and show respect, tolerance and appreciation of living in a diverse community. These qualities result in a cohesive and positive school community. The curriculum offers a range of imaginative and memorable experiences but there are not enough opportunities for independent learning as children move through Key Stage 2. The breakfast and after school club offers a wide range of healthy options and activities.

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 headteacher and staff communicate drive and ambition well and have a good understanding of what needs to be done to improve the school further. Pupils’ progress is monitored and interventions, such as the Booster Sessions, remedy any dips in performance. The senior leadership team is successful in challenging and supporting staff in ensuring that all groups of pupils achieve well. A further success has been improving the overall quality of teaching, which is now good although this is not consistent across the school. Senior staff have identified the need to sharpen the use of assessment so that teachers set more challenging work; including greater opportunities for independent learning.

School leaders are respected by the parents and carers, who express much confidence in the changes that have been made in creating a purposeful learning environment for their children. The school promotes equality of opportunity well and any instances of discrimination are tackled swiftly and effectively. The governing body provides a good level of support and challenge to the school. They are involved

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well in reviewing and setting priorities and hold leaders to account for progress in making improvements. The school’s work is enhanced by good systems to safeguard pupils. Safeguarding, child protection and risk assessment procedures are fully met and the school is working hard to ensure potentially vulnerable families are well supported through its partnerships such as behaviour support and health services. These good partnerships also enhance pupils’ learning and contribute greatly to their well-being.

The routine monitoring and evaluation of the school’s work have led to all staff being fully aware of their responsibility for school improvement. The senior staff have raised levels of accountability by setting robust targets that are reviewed through meetings to discuss pupils’ progress. Performance management is used well to drive school improvement, and effective training and support equip staff to meet ambitious targets.

The promotion of community cohesion is good and school leaders have clear plans based on the context of the school. The impact of their work can be seen in how well pupils relate to each other and understand different cultures.

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

The school forges strong links with parents and involves them in their children’s learning. Consequently, children make a smooth start and settle quickly into the Reception class. The large majority of children start with skills, knowledge and understanding that are broadly in line with national expectations in all areas of learning. There are particular weaknesses however, in communication, language and

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literacy. Children make consistently good progress throughout the Early Years Foundation Stage and, by the time they start in Year 1, most are working at levels that are above average. The rich and stimulating curriculum, combined with good teaching and assessment, contributes well to the children’s progress. Activities are matched well to the needs of all, including those with special educational needs and/or disabilities.

There is good teaching of early reading and writing and the children’s skills are enhanced through solid teaching of sounds and letters. The safe learning environment and enjoyable experiences foster a love of learning. There is a good balance between the staff directing and guiding children and the provision of opportunities to explore and work independently; this contributes well to the children’s preparation for Year 1 and enables them to achieve well. The broad range of activities encourages the children to take responsibility and extend their personal skills by choosing what to explore and learn for themselves. The curriculum is balanced appropriately between inside and outside learning. Staff skillfully record the children's achievements and use the information to plan the next steps in their development.

Good leadership in the Early Years Foundation Stage has resulted in a cohesive team of staff who work together well. They use their knowledge of how young children learn to ensure good progress in all areas of learning. Currently, staff are revising assessment opportunities so that different ability groups are sufficiently challenged at earlier stages in 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

Most parents and carers who returned the questionnaires have a positive view of the school’s work. They comment on its welcoming and supportive environment. Almost all parents and carers feel that their children enjoy school, and are kept safe and healthy. A few expressed concerns about the school not taking enough account of their suggestions. Inspectors found that the school canvasses the views of parents and carers and such surveys show their appreciation for the support offered through parents’ evenings. A small proportion of parents and carers also commented that they did not feel school deals effectively with unacceptable behaviour. Inspectors found that the school’s behaviour systems were good and staff effectively tackled any signs of disruptive behaviour.

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Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Earlsdon 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 146 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	107	73	37	25	1	1	0	0
The school keeps my child safe	101	69	43	29	2	1	0	0
The school informs me about my child’s progress	66	45	71	49	4	3	3	2
My child is making enough progress at this school	71	49	63	43	9	6	1	1
The teaching is good at this school	84	58	59	40	0	0	0	0
The school helps me to support my child’s learning	76	52	63	43	6	4	1	1
The school helps my child to have a healthy lifestyle	68	47	75	51	0	0	1	1
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)	80	55	54	37	3	2	1	1
The school meets my child’s particular needs	73	50	63	43	9	6	0	0
The school deals effectively with unacceptable behaviour	55	38	72	49	6	4	0	0
The school takes account of my suggestions and concerns	65	45	64	44	6	4	0	0
The school is led and managed effectively	83	57	54	37	1	1	0	0
Overall, I am happy with my child’s experience at this school	95	65	48	33	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



16 November 2011

Dear Pupils

Inspection of Earlsdon Primary School, Coventry, CV5 6FZ

Thank you for welcoming us when we visited your school. We very much enjoyed meeting you, looking at your work and finding out about the interesting things you have learned. It was lovely to see how well you behaved and how kind and thoughtful you were to everyone. I was particularly impressed with how confidently you spoke with us and the interesting things you had to say, particularly at lunchtime. You help to make the school a happy place to work. We judged your school to be good, and we know that you do much to make it that way.

We were pleased to see how hard you work and how well you are improving in your reading, writing and mathematics. We noticed that you listen carefully in lessons and are keen to please your teachers. It was great to see how you enjoy all of your experiences. We found that you work thoughtfully and know lots about how to keep yourselves safe and healthy. Several of you said how much you enjoy physical education lessons and other activities that keep you fit.

There are many good things about your school and you can help to make it even better. You have already made a difference by coming to school more regularly but some of you need to work harder to make sure you are not late to school in the morning. We would like your teachers and governors to find ways to make your work more challenging for you. We also want your teachers to make better use of what they know about your learning to help you to improve even more quickly. You can help them by doing what they ask when they mark your work. We also think that you could have more opportunities to learn independently and be less reliant on your teachers.

I know that many of you love your school and we can see how Earlsdon Primary School is helping you to prepare for the future. We hope that you continue to do well and that your days at school will always be as happy.

Yours sincerely,

Jason Smith
Lead inspector

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