

Coten End Primary School

Inspection report

Unique Reference Number	130867
Local Authority	Warwickshire
Inspection number	381271
Inspection dates	8–9 December 2011
Reporting inspector	Michael Bartleman

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	435
Appropriate authority	The governing body
Chair	Sue Clark
Headteacher	Hellen Dodsworth (acting)
Date of previous school inspection	30 January 2007
School address	Coten End Warwick CV34 4NP
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 23 lessons, observing 14 teachers. They held meetings with members of the governing body, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school development plan. Inspectors analysed 214 questionnaires completed by parents and carers, as well as those completed by staff and pupils.

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

- The extent to which pupils identified with special educational needs and/or disabilities and those in vulnerable circumstances are supported to make sustained progress.
- How effectively leaders at all levels contribute to school improvement, particularly in teaching and learning, the curriculum and partnerships with parents and carers.

Information about the school

Coten End Primary School is larger than the average primary school. Most pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below average. A before- and after-school club on the school site, KidzOwn, is run by a private provider and did not form part of this inspection. The acting headteacher has been in post since May 2011, when an acting leadership team was formed. At the time of the inspection the substantive headteacher was absent from school on maternity leave.

The school has achieved enhanced Healthy School status, the International School award and the Eco-school award.

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?

1

The school's capacity for sustained improvement

1

Main findings

Coten End Primary School is outstanding. The passionate enthusiasm of innovative leaders at all levels permeates the whole school. Morale is extremely high among staff and pupils, whose important contributions are highly valued by the school leaders. Parents and carers are exceptionally supportive. One reported that the school 'inspires and nurtures' its pupils while another noted that her children have 'developed and learned so much'. The governing body supports the school well, and ensures that statutory requirements are met and robustly monitored. School self-evaluation is detailed and accurate. Staff take full responsibility to lead aspects of school development and are fully involved in evaluating the success of initiatives and adjusting actions to target and accelerate developments. Consequently, strategies have been highly effective in bringing about improvements in every aspect of the school's work. This demonstrates the school's excellent capacity for sustained improvement.

Children get off to an excellent start in the Reception classes due to outstanding planning and teaching of a rich and highly relevant curriculum. Attainment by the end of Year 2 has been high in reading, writing and mathematics for the last four years, and by the time pupils leave Year 6 it is significantly above national averages in English and mathematics. All groups of pupils, including those with special educational needs and/or disabilities and those whose circumstances make them vulnerable, make equally good progress. Pupils are extremely knowledgeable about the importance of keeping themselves healthy, active and safe. Their spiritual, moral social and cultural development is outstanding and all benefit from being part of this harmonious school community.

The vibrant curriculum engages pupils exceptionally well so that they are keen to learn. Attendance is high and the strong links with parents and carers are a key factor in the school's continued success. As a result of outstanding care, guidance and support, the rich curriculum and good teaching, pupils' personal development and academic outcomes are excellent and they enjoy school immensely. Outstanding partnership work with external organisations has a major impact on pupils' personal development, and the school successfully nurtures future leaders. Learning and progress over time are good, and nearly every lesson observed included at least one element of outstanding practice such as highly effective planning. Pupils use checklists well to assess their own work, and reference to 'building learning power' gives equal focus to the development of learning and subject skills. Just occasionally, activities in lessons are not fully matched to pupils' needs, and progress slows.

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What does the school need to do to improve further?

- Ensure that progress in mathematics and writing is consistently good or better in all lessons by:
 - matching activities precisely to pupils’ ability levels, so they are challenging and the next steps in learning always build on what pupils already know and can do.

Outcomes for individuals and groups of pupils

1

The work seen in lessons reflected the high standards reached in tests in English and mathematics. All ability groups typically made good progress, but occasionally progress slowed for individual pupils when tasks were not fully matched to their needs or not open-ended enough to provide sufficient challenge. Pupils with special educational needs and/or disabilities benefit from well-managed and effective support from teaching assistants. The most able pupils are generally well challenged, as shown by the good proportion who reach the higher National Curriculum levels in national tests. Pupils respond to teachers’ high expectations and clear instructions by behaving impeccably. They take pride in their work and their achievements in the numerous well-attended after-school clubs, as well as in homework activities. Older pupils organise and run their own clubs as well as attending governing body meeting as members of the school council. A programme for celebrating their wider achievements successfully supports the pupils’ interest and determination. Pupils are also highly involved in the local community through various events and the quality of their musical knowledge and appreciation is high.

Pupils get on very well together regardless of background or ability. They have a strong sense of fairness and are keen to see fair play and justice, and to be play leaders, supporting others on the playground. Their basic skills, good working habits and competent use of information and communication technology ensure they are well placed for the next stage of learning and give them an excellent foundation for their future lives and economic well-being. Both good citizenship and care for the environment are well fostered in the democratic school atmosphere. Pupils can assess risks and know how to keep safe; for example, they are acutely aware of the dangers associated with the local roads. The school’s approach fosters youngsters who are willing to think for themselves, are confident to undertake challenging activities and are mature.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning
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1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Taking into account: Pupils' attainment ¹	1
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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school is a vibrant place with numerous high-quality displays supporting learning and enquiry as well as showcasing pupils' high standard of work and level of engagement. The curriculum makes an outstanding contribution to pupils' enjoyment of learning and their understanding of how to stay safe and keep healthy. Knowledge and skills learned in one subject are applied and practised in another, and so are constantly strengthened. Strong links with the international community broaden pupils' experiences and knowledge about the world. Consequently pupils understand the issues faced by people in different places. Curriculum events as diverse as sports week, making sushi in a local restaurant, studying manga as part of a Japanese theme and investigating tartan fuel pupils' enthusiasm. Numerous clubs, community events, visits and visitors, including a residential visit for Year 6, enhance pupils' personal skills and academic achievements. Particularly impressive is the opportunity to care for the school's chickens, which pupils are passionate about and which gives meaning to the 'Food for Life' project. Older pupils have taken part in debating competitions on subjects such as the monarchy and capital punishment, which develops rational argument and empathy well. Partnerships with local pre-school settings and the high school have strengthened considerably so the transition into and out of school is extremely smooth for all pupils.

Teachers and their assistants have an exceptionally good knowledge and understanding of the subjects they teach and their lesson planning is meticulous. Teachers adapt as they go along to reinforce learning or remove a misconception but occasionally over-direct the learning, particularly of the most able pupils. Class and pupil management skills are consistently excellent and this contributes to the exemplary behaviour of pupils. In a typically well-planned Year 6 English lesson on

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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graffiti, pupils’ knowledge of balanced argument was developed well following a drama and discussion activity. The lesson proceeded at a rapid pace, built effectively on prior learning and met the needs of all pupils well. The teacher’s interaction with the pupils, outstanding questioning skills and effective use of new technologies ensured all were fully engaged and made at least good progress.

Teachers’ consistent written responses in their marking help pupils to improve their work. Pupils are given time to respond to advice and are exceptionally self-motivating and independent; they try to improve their own learning as they move up the school, benefiting from the resources in the ‘learning zone’. Pupils respond well to the school’s excellent focus on reading and basic skills. They are crystal clear about what they are aiming for in terms of their learning targets. This was particularly noticeable in writing, which is clearly improving as a result of the school’s recent focus. Pupils with special educational needs and/or disabilities are given excellent in-class support and the records kept of individual progress are of a very high standard. Support from external agencies for the pupils whose circumstances make them most vulnerable is thoughtful and carefully planned by the inclusion manager to bring about positive outcomes.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The acting leadership team and middle leaders are highly effective. They are determined that all pupils’ academic and personal needs are fully met, and they ensure that all staff have a strong democratic part to play in achieving these goals. The school promotes equality of opportunity in all its work while ensuring that any discrimination will not be tolerated. Pupils’ progress is tracked closely, with particular attention to the performance of different groups. All groups achieve equally well and they all have opportunities to take part in a wide range of enrichment activities and responsibilities within the school community. As a result, Coten End Primary is a highly inclusive school and pupils are able to take full advantage of all it has to offer. The school makes an outstanding contribution to community cohesion. It has a clear understanding of its context and fully evaluates the impact of its work. Pupils take an active part in charity work, both nationally and internationally, supporting ‘Seeds for Africa’ and Myton Hospice. More links are planned with other schools nationally to further enhance the curriculum.

The governing body’s effectiveness is good and has developed well since the last

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inspection. Its members have a good level of involvement in the school and contribute to important strategic decisions. They carry out a range of monitoring visits but still wish to have a greater impact. The school gives a high priority to training for safeguarding and child protection, and its policies and practices far exceed statutory requirements. Leaders pay very close attention to checking the suitability of adults to work with children, and record keeping is meticulous. The governing body ensures that the outstanding provision for safeguarding is underpinned by full risk assessments and good site security, and that good levels of training are undertaken.

Since the last inspection, the school has maintained its numerous strengths, and overall effectiveness has improved from good to outstanding thanks to especially well-targeted professional development for staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The exemplary practices and provision in the Early Years Foundation Stage ensure that children make excellent progress from starting points that are broadly at the levels expected for their age. Children consider their own and others’ safety very carefully when negotiating the well-planned spaces outside, wearing safety helmets when using the wheeled equipment, which develops life skills well. The children’s involvement in curricular planning, self-assessment and the daily evaluation of learning gives them a particularly secure knowledge and understanding of what they are learning and why. There is a very good balance between adult-initiated activities and those chosen by the children, who access the resources available independently and with confidence.

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The quality of teaching is excellent. Planning is extremely thorough, involves the children’s ideas and responds to their interests exceptionally well. As a result, the children greatly enjoy learning and are inquisitive and enthusiastic learners. They persevere when solving problems or responding to adult questioning, as seen when they were investigating ice cubes. The outdoor environments have been very well organised to stimulate and extend learning. Literacy and numeracy skills are taught particularly well.

Outstanding leadership and management ensure that the safety and welfare of children are paramount and that a culture of reflective practice pervades the whole setting. Their rapid progress is evidenced in the children’s detailed learning journals. Personal contact with parents and carers is maintained on a daily basis, and this enables any emerging issues or concerns to be dealt with efficiently. Consequently, parents and carers express a high degree of satisfaction with the quality of care and education provided, as was shown in the ‘Come and Play’ session seen during the inspection. Meetings with local pre-school settings and home visits ensure support for all children, including those with special educational needs and/or disabilities, is effective the minute the children start school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of the above-average proportion of parents and carers who returned questionnaires say that their children enjoy school, teaching is good, healthy lifestyles are promoted well, the school is led and managed effectively and that they are happy with their children's experience. All say their children are safe in school. Many written comments support these positive views. A large majority of parents and carers felt their children were making good progress. However, a few felt that this was not so, they are not informed enough about their child’s progress, and that the school did not deal effectively with inappropriate behaviour. A few included a written comment to support these views. Inspectors found that, overall, pupils make good progress, although there are occasions when it slows, and behaviour in lessons and around the school is outstanding. Inspectors found that pupils show an excellent level of enjoyment, that teaching is good and all aspects of leadership and management are outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coten End 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 214 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	150	70	63	29	1	0	0	0
The school keeps my child safe	139	65	75	35	0	0	0	0
The school informs me about my child’s progress	92	43	108	50	11	5	0	0
My child is making enough progress at this school	93	43	93	43	21	10	1	0
The teaching is good at this school	117	55	92	43	4	2	0	0
The school helps me to support my child’s learning	95	44	106	50	10	5	0	0
The school helps my child to have a healthy lifestyle	95	44	113	53	4	2	1	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)	88	41	107	50	6	3	0	0
The school meets my child’s particular needs	90	42	104	49	15	7	1	0
The school deals effectively with unacceptable behaviour	77	36	107	50	15	7	0	0
The school takes account of my suggestions and concerns	64	30	119	56	16	7	0	0
The school is led and managed effectively	116	54	92	43	3	1	0	0
Overall, I am happy with my child’s experience at this school	126	59	81	38	5	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 8 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.



12 December 2011

Dear Pupils

Inspection of Coten End Primary School, Warwick, CV34 4NP

Thank you for your involvement in the recent inspection, particularly for the friendly and open way in which you talked to us. We enjoyed visiting your school very much.

You go to an outstanding school and we think you are right to be proud of it. Here are the things that impressed us most.

- You make excellent progress in your work and the standards you reach in English and mathematics by the end of Year 6 are well above average.
- You enjoy the many varied activities provided for you in the outstanding curriculum.
- Your behaviour is excellent. You get on very well together and enjoy the good teaching.
- You told us the school cares for you exceptionally well and you feel very safe.
- You have an excellent understanding of the importance of diet and exercise, make a very good contribution to the day-to-day running of the school, and suggest ideas to make it even better.
- The governing body, the headteacher and the other staff are always working to make the school even better for you.

There is one thing we have asked the school to do to keep improving.

- Make sure that teachers always set work at the right level for you to make good or better progress in all lessons.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours sincerely

Michael Bartleman
Lead inspector

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