

# Charter Primary School

## Inspection report

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<b>Unique reference number</b>	134019
<b>Local authority</b>	Coventry
<b>Inspection number</b>	381590
<b>Inspection dates</b>	13–14 March 2012
<b>Lead inspector</b>	Linda Killman HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Browett
<b>Headteacher</b>	Paul Hardisty
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	Mitchell Avenue Coventry CV4 8DW
<b>Telephone number</b>	024 7646 6391
<b>Fax number</b>	024 7669 5585
<b>Email address</b>	admin@charter.coventry.sch.uk

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	13–14 March 2012
<b>Inspection number</b>	381590



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## Introduction

Inspection team

Linda Killman

Her Majesty's Inspector

Penny Spencer

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 10 lessons taught by nine different teachers. In addition they observed shorter sessions of phonics (linking letters and sounds) teaching and guided reading. Inspectors heard pupils from Key Stages 1 and 2 read. Meetings were held with staff, pupils, members of the governing body and representatives from the local authority. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at monitoring and evaluation documents, school development plans, minutes of meetings held by the governing body, and records of first aid, behaviour and safety. They also examined the school's systems for the recruitment and vetting of staff and child protection. Questionnaire returns from 16 parents and carers, 20 staff and 82 pupils were taken into account. The onsite children's centre was inspected at the same time as the school. Its report is available separately.

## Information about the school

The school is smaller than average. Almost half of the pupils are known to be eligible for free school meals, which is well above the national average. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are above national averages. The percentage of disabled pupils and those who have special educational needs is more than double the national average. The numbers of pupils moving in and out of the school mid-year is higher than average. The school meets the government's current floor standard which sets the minimum requirements for pupils' attainment and progress. Provision for children in the Early Years Foundation Stage is part-time mornings only in the Nursery and full-time in Reception. Owing to a recent rise in numbers in the Reception class, two teachers work with this age-group. The school runs two breakfast clubs. There has been a high turnover of staff since the last 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

<b>Overall effectiveness</b>	<b>4</b>
<b>Achievement of pupils</b>	<b>4</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement in literacy.
- This is not a satisfactory school because, with the exception of those in the Early Years Foundation Stage, pupils' achievement is inadequate. Attainment in mathematics has risen steadily from low to average but it is low and static in reading and writing. By the time they leave, pupils are ill-equipped for the next stage of their education.
- Recent action to improve the performance of teachers has addressed the legacy of inadequate teaching. Observations of teaching, school data, monitoring records and work seen in pupils' books confirm that half of the teaching is consistently good. The remainder is satisfactory but does not sufficiently challenge pupils, especially the more able.
- Parents, carers, staff and pupils are generally positive about behaviour and safety which are satisfactory. Incidents leading to exclusion that were commonplace two years ago are now non-existent. Pupils like their teachers and aim to please. They are responsive and generally attentive in lessons but in the playground some pupils lack consideration for others. The school has tackled low attendance earnestly; it has risen to average over three years.
- Leaders and managers gain an accurate view of the school through systematic monitoring and evaluation of its work. As a result, the quality of teaching is improving. The school's response to long-standing underachievement in literacy, while now gaining pace, has been too slow over time. Even so, capacity to drive and sustain improvement is satisfactory. This is because since

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the last inspection, attendance, leadership and achievement in mathematics have all improved and provision in the Early Years Foundation Stage has improved from satisfactory to good.

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

- Ensure that from their starting points in Year 1, pupils make better progress than all pupils nationally in reading and writing to bring attainment in line with national averages by:
  - ensuring that teaching of phonics helps pupils to use their knowledge to read, write and spell
  - making sure that pupils' early reading skills are secure by the end of Key Stage 1
  - raising expectations for pupils to write independently and at length across the curriculum.
  
- Increase the proportions of good and better teaching in lessons to at least 70% by:
  - reducing the time spent on introductions in lessons to give pupils more time to complete written tasks
  - ensuring that assessment information is used to plan and set tasks that fully challenge all groups of pupils, especially the most able
  - improving the consistency of marking so that pupils know what they need to do to improve.
  
- Ensure that leaders and managers at all levels provide a concerted approach to raising attainment in literacy while sustaining improvement in mathematics by:
  - focusing relentlessly on improving the teaching of literacy and measuring its impact on learning
  - embedding recently-introduced strategies to extend and consolidate pupils' literacy skills
  - ensuring that all staff use data to set ambitious targets for pupils' achievement
  - sharing the best practice in the teaching of literacy to develop the skills of others.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage make rapid gains in their learning from starting points below those typical for their age. The environment fully supports all areas of learning with exciting activities for children to explore. Opportunities for talking, counting, reading and writing are plentiful. Children play well together and are eager to share their experiences with adults. They develop a sense of awe and wonder, for example when discovering insects under twigs outside. The vast majority

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move into Year 1 as happy, confident learners with a good level of development in their personal, literacy and number skills.

All respondents to the parental questionnaire consider that their children are making good progress. Inspection evidence shows that, while pupils make satisfactory and often better than expected progress in mathematics, it is not the case in English, particularly in reading. Until this year, teaching has not targeted the development of reading and writing skills well enough. In addition to early reading skills not being secure by the end of Key Stage 1, this has led to pupils attaining low standards in English by the end of Year 6. In 2011 pupils' attainment in this subject was almost a year behind pupils of the same age nationally resulting in them not being equipped with an acceptable level of skills for the next stage of their education. Different groups of pupils, including those who are disabled pupils and those with special educational needs make similar progress to their peers in reading and writing. In mathematics, boys and pupils known to be eligible for free school meals make good progress.

The school launched its 'Year of Reading' in September 2011. Although pupils in Year 6 are thoroughly enjoying reading the school's recent investment in high-quality books and catching up on lost ground, they are so far behind that their attainment is still significantly below expected levels. Even so, they are developing enthusiasm for reading. Asked if they enjoy reading sessions, one pupil said, 'They are fantastic! I can't wait for the next book.' Pupils treat the books with care, especially when they take them home to read, and this promotes their sense of responsibility well. Pupils benefiting from additional support in literacy make rapid and impressive progress.

Pupils make variable progress in their writing depending on the quality of teaching. When a 'dragon's egg' appeared mysteriously in their classroom, year 1 pupils were keen to write a persuasive letter to Mrs Dragon to ask if they could keep it. Good teaching and support from teaching assistants ensured that pupils were using the conventions of letter writing with regular reminders to self-check for sense and correct punctuation. Expectations for them to write independently and at length were high. Their spelling showed good understanding of phonics and they made good progress. However, there is not enough of this good teaching elsewhere to ensure that all pupils make better than expected progress.

### **Quality of teaching**

Parents consider that their children are taught well. The relationships between teachers and pupils are good with several pupils in Year 6 remarking that 'the best thing about school is the teachers'. However, inspection evidence shows teaching does not consistently secure good progress in lessons. Although teachers often prepare interesting lessons and resources to inspire the pupils, they do not always allow enough time in lessons for them to work independently. Sometimes teachers talk for too long at the start of lessons and expectations are not always high enough for the amount of written work that pupils are capable of, especially the most able. Assessment information is not always used well enough to adapt planning and set

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ambitious targets so that all are suitably challenged.

Good teaching of reading and writing was seen in Years 5 and 6, although such quality was not consistent across the school. Here teachers used a wide range of imaginative resources and ensured that pupils of differing abilities were suitably challenged. They modelled the processes of reading and writing powerfully. Where teaching was satisfactory, opportunities were sometimes missed to encourage pupils to use their phonics knowledge to spell and write as well as read.

Pupils' written work is marked regularly but comments do not always explain how their work can be improved. The curriculum has been suitably adapted to allow more time for discrete teaching of literacy. This is beginning to accelerate pupils' progress in reading and writing, especially where teachers have good subject knowledge. Teachers enable pupils to share and reflect on their experiences, and ensure that their spiritual, moral, social and cultural development is satisfactory.

### **Behaviour and safety of pupils**

Without exception, parents, carers and staff responding to the questionnaire stated that behaviour in the school is good. This is the case in the Early Years Foundation Stage where children rapidly develop good personal skills through their play. Older pupils were more conservative in their responses. Inspection findings show that the pupils' view is more accurate. Behaviour is never less than satisfactory but there are instances when pupils lose interest in lessons. This usually corresponds with teaching that requires them to sit for too long or where there is not enough variation in approaches to keep a fresh edge to learning.

Pupils enjoy coming to school. The breakfast club supports pupils with a range of needs. It is well-attended and gets them off to a very positive start. In a relaxed atmosphere, pupils serve themselves sensibly with healthy foods and show good table manners. The school's change of policy to turn down families' applications for leave in term-time and the learning mentor's support for families in difficult circumstances have improved attendance impressively.

Staff and members of the governing body commented that pupils' self-esteem and confidence are higher than ever before. Pupils told inspectors that they enjoy the creative curriculum because it interests them, and this shows in their generally happy dispositions and willingness to learn. It is also reflected in the impressive reduction in short-term exclusions which were commonplace two years ago. Although pupils know right from wrong and follow the code of conduct in lessons, they sometimes lack consideration for others in the playground especially when playing ball games. Minor injuries caused by thoughtless actions are fairly frequent. Nevertheless, pupils of all heritages, cultures and religions get along well with one another. Racist incidents are infrequent and regarded as serious by staff and the pupils. Bullying is rare and staff are always at hand to intervene if necessary. Pupils know how to keep safe when using modern technologies and have a satisfactory understanding of personal safety.

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## Leadership and management

School leaders, including members of the governing body, have created a welcoming, inclusive and interesting learning environment. The building is bright, cheery, clean and well-kept. Resources are plentiful and good-quality displays show pupils' work at its best. A strong sense of team work exists among staff who are supportive of each other and positive about the school. A new and better culture of higher aspirations is emerging. Staff are gradually raising their expectations for pupils' achievement. They are being challenged by leaders and managers to find solutions to overcome barriers to learning rather than using them as an excuse for pupils' underachievement. The governing body knows the school well, gets involved, and ensures safeguarding arrangements meet requirements. Recently, it has become more confident in holding the school accountable for outcomes. The school's reputation locally is improving and the number on roll is rising. Parents and carers are becoming more involved in their children's learning, as seen in their attendance at a celebration assembly. Equal opportunities are promoted satisfactorily and discrimination is tackled earnestly. For example, the school supports families in crisis well so that their children's attendance does not suffer. Funding has been allocated to provide free places at breakfast club. Nonetheless, too few of the most-able learners reach higher than age-related levels of attainment.

The senior leadership team has been strengthened through restructuring and appropriate professional development. While senior leaders are good practitioners, their effective practice is not shared widely enough. Recently, key leaders have begun to observe teaching in pairs to sharpen their skills and to moderate judgements. As a result, good teaching is edging towards outstanding practice but satisfactory teaching is not improving at the same rate. Capacity to improve is satisfactory. There are inconsistencies in the rates of improvement in different subjects and English, which is crucial to pupils' learning across the curriculum, has not been given sufficient priority.

Good leadership of the Early Years Foundation Stage ensures that the curriculum is vibrant, adapted to children's interests and focuses on developing their skills across all areas of learning. Subject leaders across the school have begun to contribute to strategic planning, devising subject-specific action plans. These, however, focus strongly on curriculum coverage rather than improving teaching and learning. The new creative curriculum is broad, balanced and enriched. It is providing pupils with a thirst for knowledge and is promoting their spiritual, moral, social and cultural development satisfactorily.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



15 March 2012

Dear Pupils

### **Inspection of Charter Primary School, Coventry, CV4 8DW**

Thank you for making us feel so welcome when we inspected your school recently. We were impressed by your politeness and willingness to talk to us. We enjoyed watching you learn and seeing your work. These are the things that impressed us most.

- You have good relationships with your teachers and each other. This makes the school a very welcoming friendly place to be.
- The school treats everyone fairly and gives extra support where it is needed most.
- Your attendance has improved since the last time inspectors visited.
- You are making much better progress in mathematics so that by the time you leave most of you are working at the same level as other Year 6 pupils across the country.

We found that the school does some things well, but we have also told the school there are some important things that need to be improved. Here is what we have asked the school to do.

- Make sure that you make better progress in reading and writing as you move up the school, so that you achieve the standards that you should at the end of each year.
- Make sure that more of the teaching is as good as the best.
- Ensure that leaders and managers make a big effort to bring your reading and writing skills in line with your number skills.

The school has been told that it requires a 'notice to improve'. This means that it will receive help to make the changes needed. An inspector will visit the school to check that it is improving. You all have an important part to play by reading as much as you can, working hard at your writing and telling your teachers straight away if you find the work set for you too hard or too easy.

Yours sincerely

Linda Killman  
Her Majesty's Inspector

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