

Cotteridge Junior and Infant School

Inspection report

Unique reference number	103190
Local authority	Birmingham
Inspection number	395374
Inspection dates	27–28 June 2012
Lead inspector	Usha Devi HMI

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	Hugh Rickards
Headteacher	Diana James
Date of previous school inspection	17–18 October 2007
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Age group	3–11
Inspection date(s)	27–28 June 2012
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Introduction

Inspection team

Usha Devi

Her Majesty's Inspector

Kerry Wootton

Additional Inspector

Michael Lafford

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 23 lessons, including 12 joint observations with senior leaders, taught by 17 teachers. In addition, inspectors reviewed pupils' writing and mathematics work with the deputy headteacher and spent time with the headteacher to discuss and review curriculum enrichment and pupils' spiritual, moral, social and cultural development. Discussions were held with staff, pupils, and the Chair of the Governing Body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at school documentation which included the school development plan, assessment information and minutes of meetings of the governing body. Inspectors considered questionnaire responses completed by 114 parents and carers, 99 pupils and 32 staff.

Information about the school

The school is larger than the average-sized primary school. Over half of the pupils are of White British heritage. The remainder are from other ethnic groups, including White and Black Caribbean, Caribbean, Indian, African and Pakistani. The proportion known to be eligible for free school meals is above the national average. The proportion of disabled pupils and those with special educational needs is above average, including those supported by school action plus and with a statement of special educational needs. The percentage of pupils joining and leaving the school at other than the expected times is above average. Early Years Foundation Stage provision is provided for children in a Nursery class and the two Reception classes. The school meets the current government floor standard, which sets minimum expectations for attainment and progress. There is a before- and after-school club within the school premises. This is managed by the school's governing body. Since the previous inspection, there have been a number of staffing changes. The governing body has appointed seven new class teachers, a deputy headteacher and an assistant headteacher within the last three years. The school has been awarded the Sing-Up Gold Award.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Cotteridge Junior and Infant is a satisfactory school. Pupils behave well and feel safe in school. Children in the Early Years Foundation Stage make good progress. The school is not yet good because of variations in the quality of teaching. Consequently, pupils do not make consistently good progress in all classes or subjects. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement over time is satisfactory. In Years 1 to 6, rates of progress are now accelerating in reading, with many pupils making good progress. In writing and mathematics, progress is satisfactory. At the end of Year 6, attainment is at the national average in writing and mathematics. It is above average in reading.
- In the Early Years Foundation Stage the quality of teaching is good. Across the rest of the school, the majority of teaching is satisfactory. Teachers do not always make effective use of assessment information to plan work which matches the needs of pupils of different abilities.
- The school is a cohesive community. The headteacher ensures pupils' spiritual, moral, social and cultural development is given a high priority. This underpins pupils' good behaviour. In lessons, pupils are keen to learn and work together well.
- Leadership and management, including that provided by the governing body, are satisfactory. Recent action to raise achievement is having a positive impact, especially in reading. However inconsistencies in teaching remain. This is because the monitoring of teaching is not sufficiently rigorous. For instance, when observing staff there is not enough focus on the impact of teaching on the achievement of different groups of pupils. As a result, staff do not always receive the precise feedback that highlights how practice can be improved to accelerate the progress of all pupils.

What does the school need to do to improve further?

- Raise achievement, especially in writing and mathematics, for all groups of pupils by:
 - making sure teachers make better use of assessment information to plan work which matches the needs of pupils of different abilities
 - providing pupils with regular opportunities to apply their mathematical skills across the curriculum.

- Improve the quality of teaching so that it is consistently good or better by:
 - making sure all teachers use a range of strategies during lessons to identify pupils who are finding their work too challenging or too easy so that activities can be quickly adjusted
 - ensuring there is sufficient time in lessons for pupils to focus on the intended learning outcome
 - when marking work, make sure all teachers provide pupils with the feedback they need to improve.

- In order to promote good and better achievement throughout the school, strengthen leadership and management, including governance by:
 - ensuring all senior and middle leaders focus on the achievement of different groups of pupils when monitoring the quality of teaching and learning
 - making sure teachers receive precise feedback on the actions that need to be taken to accelerate pupils' progress
 - ensuring the governing body rigorously holds senior and middle leaders to account for the performance of different groups of pupils in all year groups and across subjects.

Main report

Achievement of pupils

Children enter the Nursery with skills that are just below those expected for their age. They make good progress in all areas of their learning. As a result, attainment is in line with national expectations when they start Year 1. In one successful lesson in the Nursery, children were comparing and sorting objects of different lengths. The teacher asked questions which extended children's learning and used a range of interesting resources. This activity made a strong impact on children's mathematical skills.

Overall attainment has declined since the inspection in 2007, and has been similar to the national average since 2009. The school's recent data show that in a number of year groups pupils did not make enough progress in the autumn and spring terms. In response to this underachievement, the school introduced a whole school approach to the teaching of reading and mathematics and increased opportunities for pupils to develop their writing skills through other subjects. Pupils at risk of underachievement also received additional targeted support. Observations of pupils in lessons and pupils' work confirm that standards and rates of progress in Years 1 to 6 are now

improving. As pupils move through the school, progress in writing is satisfactory and sometimes good. Progress in mathematics is satisfactory; very occasionally pupils do not make enough progress in this subject.

A systematic approach to the teaching of letters and sounds, and a good range of fiction and non-fiction books, help secure good achievement in reading. Pupils confidently use a range of strategies when reading texts. Their reading skills are above average at the end of Years 2 and 6. School data show that more than half of the pupils currently in Year 6 are working above the expected level in reading.

A small minority of disabled pupils and those who have special educational needs have in the past not made the progress of which they are capable. Lesson observations indicate that these pupils are now making the same progress as their peers. This is because effective support in lessons enables them to achieve their individual learning objectives. The school's actions to raise achievement are steadily narrowing the gaps between the progress made by different groups of pupils in the school. These include pupils who speak English as an additional language, pupils known to be eligible for free school meals and those who join the school other than at the usual time.

Most parents and carers who responded to the inspection questionnaire expressed the view that their children make good progress. A few parents told inspectors that their children could make faster progress. Inspection evidence confirms that achievement is satisfactory in Years 1 to 6. It is good in the Nursery and Reception.

Quality of teaching

Common strengths in teaching include good relationships and regular opportunities for pupils to work collaboratively. These aspects of teaching promote a positive climate for learning and enable pupils to develop good social skills.

The most effective lessons move at a brisk pace. Teachers provide clear explanations and provide all pupils with a suitable level of challenge. An effective example of this was seen in a Year 3 mathematics lesson. The teacher carefully demonstrated how to add and subtract decimal numbers, and asked probing questions to check pupils' understanding before asking them to work independently.

Characteristics of weaker teaching include teachers spending too long repeating what pupils already know instead of moving them on to new learning and focusing on the intended learning outcome. Moreover, teachers miss opportunities to adjust the lesson because they do not always check if pupils are finding their work too challenging or too easy during the lesson. As a result, pupils spend too long struggling with a task or completing activities which do not move their learning forward. Inspectors saw occasional examples of inadequate teaching in mathematics; in these lessons, planning was not suitably adapted to the different needs of pupils. Sometimes in the Early Years Foundation Stage, the activities that children can choose for themselves do not always provide enough challenge.

In lessons, the progress made by disabled pupils and those who have special

educational needs varies because of the quality of teaching. In the best lessons, these pupils participate fully in whole-class teaching, and when working independently, receive suitable targeted support from teachers or teaching assistants. In some other lessons, however, assessment information is not always used to provide an appropriate level of challenge. This slows down the pace of learning.

Opportunities for pupils to practise their reading and writing skills across different subjects are developing well. In contrast, pupils have limited opportunities to apply their mathematical skills across the curriculum. Teachers' marking is inconsistent. It is stronger in writing than in mathematics. Pupils do not always receive the feedback they need to improve their work.

Almost all parents and carers believe their child is taught well. Inspection evidence indicates that the impact of teaching on pupils' progress is satisfactory overall.

Behaviour and safety of pupils

Most parents and carers who completed the inspection questionnaire believe that behaviour is good, and all agree that their children are safe in school. Inspectors found that pupils' behaviour is good and they know how to keep themselves safe. Pupils were keen to tell inspectors about e-safety and share their knowledge of different types of bullying. Pupils' attitudes to learning are good. In lessons, they listen carefully and respect each other's views.

A few parents and carers raised concerns about the behaviour of pupils, especially in lessons. During discussions with inspectors, pupils commented that any unacceptable behaviour in lessons is dealt with quickly and effectively so that learning is not disturbed. School records indicate that incidents of poor behaviour and bullying have declined and are now rare. The small numbers of pupils who find it difficult to behave well receive effective support from the pastoral manager. Nurture groups and access to a sensory room have a beneficial impact on the behaviour and self-esteem of these pupils. Pupils enjoy using a wide range of equipment during break times and state that lunchtime supervisors take good care of them. The result is a calm environment where pupils treat each other with consideration and play together well. A few pupils raised concerns about name-calling but told inspectors staff deal with this, and incidents of bullying, promptly.

Attendance has improved and is average. The well-run before- and after-school club is well attended and gives pupils the opportunity to enjoy a good range of activities, including learning British Sign Language.

Leadership and management

The headteacher, deputy headteacher and assistant headteacher have created a calm school and friendly environment where discrimination is not tolerated and good pastoral care develops pupils' confidence. The vast majority of parents and carers are happy with the work of the school. A few told inspectors that the school declined following the 2007 inspection, but has started to improve. Inspection evidence

confirms that the school is taking suitable steps to address previous underachievement and strengthen teaching. The deputy headteacher has refined the school's analysis of the performance of different groups. This has been instrumental in helping senior leaders provide targeted support for pupils and to better hold staff to account. The leadership of the school has also been restructured. This is increasingly giving middle leaders the opportunity to contribute to school improvement. These improvements demonstrate the school has the capacity to improve further.

Satisfactory performance management procedures, which include lesson observations and reviewing pupils' work, have resulted in mostly satisfactory teaching. However, the professional development of staff to improve achievement in reading is having a particularly positive impact. The headteacher is committed to further developing the skills of all staff by increasing opportunities for coaching, mentoring and sharing effective practice.

Equality of opportunity is promoted satisfactorily. While gaps between the progress made by different groups are starting to close, there are variations between pupils' performance in different year groups, and in writing and mathematics.

The governing body is supportive and regularly attends school events and participates in governor training. Although, some governors check the work of the school for themselves they do not rigorously hold senior and middle leaders to account for the performance of different pupils in all year groups and subjects. Consequently, the governing body, while aware of what the school is doing to raise achievement, does not have a precise view of the impact of the school's work on all pupils or the school's weaknesses. Safeguarding procedures are robust and meet requirements.

The curriculum is generally well matched to the needs of pupils. However, the mathematics curriculum does not always build progressively on what pupils already know, understand and can do. A themed approach is helping to make learning more interesting and enjoyable. Pupils spoke enthusiastically about their work relating to the Queen's Golden Jubilee and how excited they were when the 'Queen' visited the school. Aspects of the curriculum are good. Provision for music and art is strong. Pupils frequently take part in singing and artistic activities, and educational visits. These broaden pupils' experiences and effectively promote pupils' spiritual, moral, social and cultural development. The school has established a 'Cotteridge School Community Group.' This gives parents and carers regular opportunities to meet with senior leaders and contribute towards developments in the school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



29 June 2012

Dear Pupils

Inspection of Cotteridge Junior and Infant School, Birmingham, B30 2HT

I would like to thank you for welcoming inspectors to your school. I would also like to give a special thanks to the pupils who took the time to talk with us and read to us. We enjoyed visiting your lessons, listening to your views about the school, watching the Reception class assembly and the brass performance.

Cotteridge Junior and Infant School provides you with a satisfactory education. You told us that you enjoy reading and the school provides you with lots of interesting books. Teachers have worked hard to improve your reading and many of you are making good progress with this important skill. Those of you in the Nursery and Reception classes make good progress. You have good opportunities to learn both inside and outside. Your behaviour is good in lessons and on the playground. We could see how well you get on with each other and listen to each other's ideas during discussions. Staff take good care of you and help you to feel safe. You told us that you know how to keep safe and that you know about different types of bullying. Some of you enjoy attending the before- and after-school club and learning new skills, such as British Sign Language.

We have asked your headteacher, the adults that work with you and the governing body to help you all make faster progress, especially in writing and mathematics and to make sure your lessons are good or better. To do this, we have asked your teachers to set you work that gives you the right level of challenge and check how well you are doing during the lesson. Although teachers regularly mark your work, we have also asked all of them to let you know how to improve your work. Finally, we have asked school leaders and the governing body to check the work of the school more carefully in order to help you make as much progress as possible.

You can help by continuing to try your best and letting your teachers know if your work is too easy or hard. I wish you all the best for the future.

Yours sincerely

Usha Devi
Her Majesty's Inspector

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