

Limbrick Wood Primary School

Bush Close, Tile Hill, Coventry, CV4 9QT

Inspection dates 19–20 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has sustained the rapid and strong improvement in pupils' attainment reported in the previous inspection. All pupils make consistently good progress across the school in reading, writing and mathematics due to consistently good teaching.
- Teaching is improving well. Teachers and teaching assistants give effective targeted support to small groups of pupils in lessons to enable them to complete challenging tasks and sometimes exceed expected levels for their age.
- Pupils have positive attitudes and are keen to succeed in response to the positive encouragement they receive from adults in lessons. Behaviour is good at all times.
- Teachers' marking gives clear and focused feedback so that pupils know independently how to check and improve their work increasingly as they get older.
- All staff and governors embrace the headteacher's vision for improving pupils' achievement and fulfil their role in making sure it happens.
- Monitoring activities always have a focus and purpose which derive from a rigorous and accurate evaluation of pupils' progress and attainment.
- The governing body has good knowledge of the school's effectiveness through rigorous monitoring including attendance at weekly meetings to check pupils' work in books against assessments of their progress.

It is not yet an outstanding school because

- Teachers do not always check early enough in lessons that pupils can complete the planned tasks when they work independently. As a result, support and/or the level of tasks are not adjusted quickly enough when pupils find them too difficult.
- The monitoring of teaching in lessons does not always focus sufficiently on how well pupils are learning as a measure of quality. Consequently, specific aspects of teaching that require improvement in the short term are not always identified.

Information about this inspection

- Inspectors observed 18 lessons, of which three were joint observations with the headteacher or deputy headteacher. In addition, inspectors made a number of other short visits to lessons.
- Inspectors held meetings with small groups of pupils, staff, leadership teams and representatives of the governing body.
- Inspectors talked to parents informally and took into account four responses to the online questionnaire (Parent View) in conducting and reaching its judgements.
- Inspectors observed the school's work and looked at pupils' work, past and current pupil progress data, and documents relating to safeguarding, behaviour, monitoring and school improvement planning.

Inspection team

Georgina Beasley, Lead inspector

Additional inspector

Rowena Green

Additional inspector

Full report

Information about this school

- Limbrick Wood is a smaller than average primary school.
- Most pupils are from White British backgrounds. About a fifth of pupils are from a number of different minority ethnic backgrounds.
- The proportion of pupils in receipt of pupil premium (those known to be eligible for free school meals and children in care) is almost three times the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average and high in some year groups. The proportion supported at school action plus or with a statement for a disability or learning difficulty is also above average.
- More pupils join and leave the school in year groups other than nursery or reception years than in other schools.
- There is a breakfast and after-school club that is managed by the school's governing body and therefore was part of this inspection.
- The school meets the government current floor standards, which is the minimum expected for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure teachers assess learning consistently during lessons and use the information promptly to adjust support and tasks when pupils struggle to complete them.
- When observing and evaluating the quality of teaching in lessons, focus on how much pupils learn as a measure of teacher effectiveness and aspects requiring improvement.

Inspection judgements

The achievement of pupils is good

- Children make good progress in the nursery and the reception class and, for the last two years, most reach the expected levels in all areas of learning from below age-related levels. This prepares them well for learning in Year 1.
- Good progress in Years 1 and 2 enables pupils to reach average levels of attainment by the end of Year 2 in reading, writing and mathematics. Few pupils still do not reach above average levels in writing and mathematics. The large majority have secure knowledge and skills for learning across the curriculum in Years 3 to 6.
- The proportion of pupils making and exceeding expected progress between Year 3 and Year 6 has increased significantly since the previous inspection and was above average last year. An increasing number reach above the expected level in reading, writing and mathematics.
- Throughout the school, pupils in receipt of pupil premium funding make good progress and most reach their potential. By the end of Year 6, pupils known to be eligible for free school meals and those in care attain average and sometimes-above average levels in reading, writing and mathematics.
- Good progress in reading helps pupils to develop good independent learning skills. Pupils read widely across a range of subjects and many read at home every day. Pupils in younger classes have good knowledge and understanding of letter sounds which they blend confidently to work out words that they have not met before in their reading. Nearly all pupils in Year 1 attained the expected level in the recent national reading test.
- Pupils talk knowledgeably about their learning because they know how well they do and how to succeed, an improvement from the previous inspection. They all understand the 'three ticks and a P' approach to checking their work and older pupils are proud that this helps them remember to do their best spelling, grammar and presentation independently when writing in English and across the curriculum. Writing checklists in Year 6 are particularly supportive in developing pupils' good independent learning skills.
- Disabled pupils and those who have special educational needs make the same consistently good progress as other pupils across the school. Nearly all in Year 6 attained the expected level 4 last year in reading, writing and mathematics.
- Pupils who join the school in Years 1 to 6 receive individual teaching to help them make good progress. They are expected and do catch up within two years if the school's assessments identify that they working below their potential.

The quality of teaching is good

- Regular and accurate assessments of pupils' learning ensure teachers plan lessons that meet most pupils' needs for most of the time. Clear guidance and support from teachers and teaching assistants when they work with small groups helps pupils to complete challenging tasks. Positive relationships and encouragement builds pupils' resilience and determination that they will succeed. Sometimes, tasks are too challenging for pupils to complete independently. When adults do not pick this up early in lessons, pupils fail to complete enough work and their progress slows as a result.

- Staff training and improvement planning go hand in hand and ensure teachers' good knowledge of the subject being taught. As a result, teachers give accurate explanations and answers to pupils' questions especially when they misunderstand learning. In response, pupils learn well across a number of subjects and develop the skills that promote independence.
- Teachers translate their high expectations into how they will ensure pupils will reach them in lessons. Careful consideration is given to what pupils will learn and to what will motivate their involvement and engage them fully in lessons. For example, a teaching assistant in Year 3 used the hundred square painted on the playground to teach her group how to count on in tens from any given number before transferring the skill to solving problems back in the classroom. By the end of the lesson, this group of pupils were able use a hundred square to add multiples of ten to numbers of more than a hundred.
- Teachers and teaching assistants are skilful in asking questions that guide pupils' thinking. For example, in mathematics adults used questions to help pupils understand how to multiply two numbers up to a hundred using a grid method with most learning the process in the first lesson and being able to do this independently in the next.
- Homework activities support learning in lessons. Pupils often ask to complete work from lessons at home, and sometimes they just want to do more.

The behaviour and safety of pupils are good

- Positive relationships promote pupils good spiritual, moral, social and cultural development and their good behaviour. Pupils like earning raffle tickets and 'going for gold'. School values are celebrated during weekly assemblies. The recent focus on the seven Olympic values provided good opportunity for pupils to evaluate for themselves whether they were following the school's good behaviour expectations at all times.
- Pupils feel safe in school. Parents, who spoke to inspectors, agree. Through the 'No Outsiders' topics adopted in all year groups, pupils have developed an acute understanding of what contributes to bullying including homophobic and racist name-calling. They acknowledge that instances of bullying are rare and behaviour is consistently good because pupils know what is expected and follow the school's rules.
- Parents' positive support for the school's drive to improve attendance is reflected in the significant improvement over the last three years. Attendance is securely average and rising. The number of pupils whose attendance is below 90% has been reduced dramatically and is below average.
- Numerous clubs promote pupils' involvement in the school's ongoing improvement. The class and school councils debate policies and identify, with teachers and the school's leadership, things they would like to improve. Pupils' have had excellent first-hand opportunities to develop their awareness of wider global issues through their research into their partner country and, for those who travelled to London, to act as UK ambassadors during the recent Olympic celebrations.
- The community open day held every year provides good opportunity for pupils to engage with the whole community, to get together and find out about the services and events that are on offer in the local area. This supports pupils and their families effectively.
- The breakfast and after-school clubs are well managed. Ongoing assessment ensures a safe and welcoming environment for pupils to prepare for and to relax at the end of the day. Pupils

are fully involved in planning what to do and so enjoy a range of activities that take place inside and outdoors.

The leadership and management are good

- The school's good capacity to improve is reflected in the strong improvement to teaching and subsequently in pupils' achievement since the previous inspection. Comprehensive systems are in place to monitor pupil progress and evaluate the success or not of interventions and support. All staff meet regularly to discuss and check pupils' progress and the implications for improving their teaching.
- Subject leadership is good. Leaders are very clear about what is going well and what needs to be improved in the subjects they lead. They have led well-planned training and support to ensure a consistent approach to planning and develop the understanding of teachers and teaching assistants of what successful learning looks like.
- Systematic analysis of ongoing assessments of pupils' progress informs which pupils' work is monitored each week. Subsequent targeted support is put into place either through lesson planning or targeted group work outside the classroom. As a result, pupils' good progress is sustained across the school and throughout the year. The monitoring of lessons tends to focus on what the teacher is doing rather than on what pupils are learning. As a result, the school's leadership and teachers themselves do not always identify specific aspects of teaching that requires improvement.
- The promotion of equal opportunities and tackling discrimination permeates the school's ethos. Staff follow the school's 'single equality scheme' to ensure that all pupils, including disabled pupils and those who have special educational needs are always included.
- The curriculum promotes pupils' good spiritual, moral, social and cultural development. Local and world-wide partnerships raise pupils' awareness of the local community and their role as global citizens. The school ensures the study of countries and cultures represented by its pupil population are included in its curriculum themes to celebrate and respect the diverse cultures within the school.
- The local authority has joined the school's leadership in regular review meetings to evaluate the effectiveness of teaching and in identifying and providing for staff training needs.
- **The governance of the school:**
 - ensures that the performance management of all staff is embedded in its monitoring and improvement planning processes.
 - checks regularly that agreed procedures and policies are consistently implemented and are working for the benefit of all pupils and the school's work and ethos. This includes all procedures for ensuring pupils' safety and well-being.
 - is fully involved in monitoring activities. Weekly meetings with the headteacher, deputy headteacher and sometimes with subject leaders gives the governing body valuable first-hand information on which to evaluate the quality of teaching, interventions and support and whether the budget is being allocated as efficiently as it could be in raising pupils' attainment.
 - checks that the budget allocated for pupil premium is being spent effectively to meet the needs of the pupils for whom it is intended.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133475
Local authority	Coventry
Inspection number	406520

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	154
Appropriate authority	The governing body
Chair	Joe Clifford
Headteacher	Nigel Read
Date of previous school inspection	10 November 2010
Telephone number	024 76466744
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