

Coughton CofE Primary School

Coughton Lane, Coughton, Alcester, B49 5HN

Inspection dates 18–19 April 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders, governors and managers have not checked the different actions taken to improve the school since the previous inspection closely enough. They need to ensure that they respond promptly, taking appropriate robust actions when needed.
- Teachers who lead subjects have not had enough opportunities to check how effectively their subject is taught and how well the pupils are doing in it.
- Although teachers' performance is appraised it has yet to bring about rapid improvements across the school.
- Progress in Key Stage 2 is not consistently good. In Years 3 and 4, teachers have not always built on the standards achieved at the end of Year 2. As a result, pupils in these year groups sometimes do not make as much progress as they could, particularly when the work set for them is not well-matched to their abilities.
- Teachers do not always make sure that the work they set pupils is challenging enough. Pupils do not have enough opportunities to work in groups, show initiative and to assess their own performance.
- Information about how well pupils are doing is not used regularly to provide additional, well-timed support. As a result valuable learning time is lost.
- Marking is not used consistently to inform pupils how to improve their work and they are not always given the time to follow up on teachers' comments.

The school has the following strengths

- The teaching of reading is good. Pupils enjoy reading and are enthusiastic about it.
- Attendance is above average and pupils are punctual to lessons.
- Pupils behave well in lessons and show positive attitudes towards their learning. They say they feel safe in school.
- Teaching is typically good in the Early Years Foundation Stage and Key Stage 1. As a result, younger pupils make good progress.

Information about this inspection

- The inspector observed 10 lessons, two of which were observed with the headteacher and one with the assistant headteacher. In addition, the inspector observed a number of groups receiving support from teaching assistants. The inspector also examined the work in pupils' books.
- Meetings were held with pupils, the Chair of the Governing Body and another governor, a representative of the local authority, the school improvement partner and a range of staff.
- 65 responses on the online questionnaire (Parent View) were analysed. There were 11 staff questionnaires which were analysed. The inspector met formally with 3 parents and took into consideration 6 letters which had been received from parents.
- The inspector observed the school's work and looked at a number of documents including the school's own data on pupils' current progress, records relating to attendance, behaviour and safeguarding documents. The inspector also met with a group of pupils and talked to them about their views of the school.

Inspection team

Elaine Long, Lead inspector

Additional Inspector

Full report

Information about this school

- Coughton CofE Primary school is smaller than the average primary school.
- Most pupils are from White British heritage and only a few come from minority ethnic groups.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for whom the school receives additional income (the pupil premium), is below average.
- The proportion of disabled pupils and those who have special educational needs, supported at school action is below average. A below-average proportion are supported through school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the leadership and management in the school by:
 - senior leaders, including governors, checking the school's plan for improvement more systematically, tackling weaknesses and taking robust actions as soon as concerns arise
 - leaders analysing information about pupils' progress more regularly and with greater clarity so that teachers can be more robustly held to account for the progress of pupils in their classes
 - using information about pupils' progress to provide swift and additional support to those pupils who need extra help
 - leaders making more consistent and effective use of appraisal arrangements to improve the performance of all adults who work in the school.
- Improve the quality of teaching in order to increase the rate at which pupils make progress, particularly in Key Stage 2 by:
 - teachers in Years 3 and 4 building on the high standards pupils achieve in Year 2
 - ensuring learning moves at a demanding pace and pupils are always challenged
 - teachers knowing exactly where pupils are in their learning and re-shaping lessons so that all pupils can make more rapid progress
 - providing more opportunities for pupils to work in groups, show initiative and assess their own work
 - pupils knowing how they can improve their work and being given the time to follow up teacher comments in marking.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment in English and mathematics has been consistently high at the end of both Year 2 and Year 6, for a number of years, but 2012 saw a dip in attainment in Year 6. Pupils' attainment was broadly average and they made expected progress in writing but inadequate progress in English and mathematics.
- Progress and attainment across Key Stage 2 is uneven. In Year 3 progress is inadequate. Progress is slow at the beginning of Year 4 but gathers pace to ensure at least expected progress over the year. Pupils' progress accelerating towards the end of Key Stage 2 is a result of the good to outstanding teaching and the swift identification of where additional support might be needed. Year 6 pupils are on track to make outstanding progress in English and mathematics and achieve well above national standards.
- Children's attainment on entry varies from year to year but most start Reception with skill levels appropriate for their age. As a result of good and sometimes outstanding teaching, in a well-managed and vibrant area, children make good progress and start Key Stage 1 with skill levels above those expected for their age.
- Pupils in Year 1 exceeded the required standard for the national screening in phonics (the sounds that letters make). The new library, run by pupils, provides additional opportunities for pupils to immerse themselves in reading books which interest and excite them. Reading is strong across all years.
- Year 2 pupils continue to make good progress across English and mathematics with writing becoming increasingly stronger.
- Last year the very few pupils supported by the pupil premium left the school two years ahead of national averages in writing and four terms above national standards in reading and mathematics. At Key Stage 1 the very few pupils were two terms above national averages in reading and mathematics and three terms above in writing. The funding provided additional support from teaching assistants and was also used to pay for places at after-school clubs and for music lessons to help raise confidence and self-esteem. This year funding will provide a targeted support programme in core subjects as well as extra-curricular activities. As a result pupils are now making similar progress in reading across all year groups and are between two and five weeks behind in writing and mathematics.
- In 2012 disabled students and those who have special educational needs made good progress. Current pupils are making expected to good progress across most year groups and where slower progress has been identified additional support is now in place.

The quality of teaching

requires improvement

- There is some teaching which requires improvement, some examples of teaching which are typically good and a minority which is outstanding. Over time, however, teaching within the school, is not resulting in good or better progress at Key Stage 2 because there is underachievement and underperformance in Years 3 and 4. Some parents expressed concern that their children were allowed to 'coast'; others felt that they needed to be better informed about the progress of their children.
- Teaching in the Early Years Foundation stage is good or outstanding. High expectations, close tracking of children's progress and a strong focus on speaking and listening in all activities results in good and sometimes rapid progress. Children are happy, confident learners who enjoy and are interested in all aspects of their learning.
- Good teaching in Key Stage 1 results in good progress. In lessons pupils work on projects around chosen subjects and they are able to use their skills of reading, writing and problem-solving well. Teaching assistants support pupils well asking searching questions and keeping them on track.

- Teaching in Year 3 lacks challenge and pace and does not build on the high standards of achievement at Key Stage 1. Over time, this results in inadequate progress being made.
- Reading is taught well throughout the school. Teachers and teaching assistants successfully promote the pupils' knowledge and use of phonics.
- The school is developing creative ways in which pupils learn and are involved with the National Trust in a project culminating in a performance which will involve the whole school community as they become a production company.. This will involve them in a range of cross-curricular opportunities allowing them to practise key skills of reading, writing, numeracy and problem-solving, as well as encouraging team work, co-operation and responsibility.
- Teaching in Years 5 and 6 is good or outstanding. Pupils know their targets, the lessons move with pace and they have to think and work hard. Attention is paid not just to what they learn but how they learn and why. Pupils demonstrate that they persevere and enjoy activities which allow them to investigate and problem solve. Progress in these lessons is good to outstanding and, over time, results in high achievement.
- The quality of marking varies. At times it lacks focus and comments are too general and fail to show pupils how they can improve their work. When marking gives guidance on what to do next there is little evidence to show that pupils have responded to these comments and moved forward in their learning.

The behaviour and safety of pupils are good

- Pupils' behaviour around the school, at break and lunchtime, is good. They treat themselves and others with respect. They are polite, friendly and courteous. They enjoy coming to school, reflected in the above average attendance figures, and are proud to belong to it. They enjoy taking on extra responsibilities, for example, as prefects and librarians. Year 6 pupils run a daily 'Wake Up shake Up' session which they take in the hall for the whole school. These fitness and fun sessions are designed to prepare them all for learning.
- Pupils are given the skills they need to manage everyday risks for themselves, for example, safe use of the internet, road and fire safety and not talking to strangers, through lessons and assemblies. They are clear who to go to in the school if they feel worried or upset. Most parents and carers who responded to the Parent View questionnaire agree that their children feel safe at school and are happy.
- Pupils have a strong sense of right and wrong. They know about different types of bullying including cyber bullying, but report that it is rare. Good systems, such as the friendship bench, encourage pupils to care for one another and keep a watchful eye for anyone who might feel left out. 'Worry boxes' in each classroom allow problems to be shared.
- The school prepares pupils well for their spiritual, moral and cultural development through the subjects taught, assemblies and trips. The school's links with Uganda and plans to work alongside a contrasting school in London prepares them effectively for life in our diverse society.
- The school has had low exclusion rates over a period of time but in the last year has needed to exclude a very small number of pupils for one day each. The way the school has managed these pupils has caused some concern from a very small minority of parents who feel that the school does not always communicate its actions clearly enough.
- Behaviour in lessons is typically good to outstanding. Pupils co-operate well with one another and their teachers and are fully involved in their learning. Pupils are able to learn well in their lessons because they are not distracted by others.

The leadership and management requires improvement

- There have been a number of changes to the leadership and management of the school over the past few years and current systems and processes for ensuring good progress and achievement,

across all year groups, are not yet fully in place, particularly in Years 3 and 4.

- School leaders broadly recognise the school's strengths and weaknesses but their self-evaluation and their school development plan need regular up-dating. Actions lack precision and monitoring is not regular and rigorous.
- Appraisal arrangements are in place but these have not yet resulted in consistently good teaching, over time, which leads to higher achievement.
- Teachers who lead subjects do not consistently monitor the quality of teaching and evaluate its impact on pupil achievement. Consequently, subject leaders are not in a position to drive rapid improvement in their subjects.
- Systems for the management of teachers' performance are in place and teachers are being held to account for the standards that pupils achieve but some staff believe these processes are not always followed through thoroughly enough. Subject leaders lack professional guidance and time to fulfil their roles successfully.
- Information about pupils who need additional support has not been acted upon quickly enough resulting in slow progress. The new SENCO (the co-ordinator for disabled pupils and those who have special educational needs) is beginning to work closely with teachers ensuring that pupils who are behind in their learning can catch up. Providing programmes which offer one-to-one support, small group work and building self-esteem are just some of the areas which enable these pupils, including those eligible for additional funding, to catch up and shows the school's commitment to equality of opportunity.
- The school continues to extend its range of external partnerships within the local community and beyond, for example, its work with the National Trust. Their contribution provides pupils with real opportunities to deepen their social, moral, cultural and spiritual education. Pupils learn through investigating and exploring. The new 'Forest school' is just one example of this. A wide range of clubs and activities after school are enjoyed and well-attended.
- The local authority has only offered light touch support to the school over previous years but has begun to be more involved recently. The school works with an external consultant who has conducted reviews of the school's work and provides support for the governing body's management of the headteacher's performance review.
- **The governance of the school:**
 - Governors monitor safeguarding arrangements well and make sure training requirements are met. They have a clear understanding of performance management and that teacher's pay will only be increased if pupils make good progress. They understand how funds, including the pupil premium, are spent but do not check thoroughly enough what impact has been made on pupils' achievement. This information was not available on the school web-site. They know what the school's strengths are because of their visits to the school and their meetings with staff but they do not always ask challenging questions, for example, about the uneven progress across Key Stage 2. As a result of a recent review, governors are undertaking a wide range of appropriate training, with the local authority, so that they can challenge the school more effectively and hold the leaders to account.

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	125630
Local authority	Warwickshire
Inspection number	413100

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Diane Steed
Headteacher	Ben Crump
Date of previous school inspection	6 May 2009
Telephone number	01789 762444
Fax number	01789 766832
Email address	bcrump@coughtonschool.org.uk

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