

Covingham Park Primary School

The Harriers, Covingham, Swindon, SN3 5BD

Inspection dates 9–10 October 2013

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

Summary of key findings for parents and pupils

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

- Standards are broadly average at the end of Year 2 and Year 6. The progress made by pupils is improving but it varies too much from class to class.
- While the proportion of pupils making expected progress is now average not enough pupils make better than expected progress.
- There is not enough good or outstanding teaching to make sure that all pupils make good or better progress.
- Some teachers do not have high enough expectations of what pupils can achieve and fail to ensure that work is at the right level to move learning on at a good pace.
- Some teachers do not check on pupils' understanding often enough in order to adjust their teaching and ensure good progress on all lessons.
- Teachers do not always make sure that pupils respond to their advice when their work has been marked.
- Pupils' attitude to learning is not always good because it is influenced by and reflects the quality of teaching.

The school has the following strengths:

- Children in the Early Years Foundation Stage achieve well because provision is good.
- Overall the quality of teaching is improving strongly and new teachers are supported very well to develop their skills.
- Pupils enjoy coming to school and feel safe. They behave well around the school and enjoy taking on responsibilities. Attendance is above average and continues to improve.
- Leaders know how well the school is performing and what needs to be done to improve. They check the quality of teaching and the progress of individual children with rigour and accuracy.
- The headteacher is very well supported by a knowledgeable and highly involved governing body which has rigorously challenged leaders at all levels.

Information about this inspection

- The inspectors observed 22 lessons or part lessons, attended an assembly and listened to groups of pupils read.
- Two lesson observations were carried out jointly with the headteacher.
- The inspectors scrutinised the 45 responses to the online Parent View survey.
- Questionnaires completed by 11 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and their development plan, behaviour, attendance and safeguarding documents.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Ben Jordan

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- Covingham Park Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed services) is well below average.
- The percentage of disabled pupils and those with special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils from minority ethnic groups is below average.
- A very small number of pupils are at the early stages of English language acquisition.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.
- Privately run before- and after-school clubs and an independent pre-school operate on the school site and share some of the school's facilities; as they are managed independently, they were not a part of this inspection.

What does the school need to do to improve further?

- Raise standards, quicken progress and improve pupils' behaviour in lessons by raising the quality of teaching to consistently good or better in all year groups by:
 - ensuring teachers always have high expectations and match the level of work to pupils' differing needs and abilities
 - making sure that teachers check pupils' understanding more often during lessons and adjust their teaching where necessary
 - ensuring that marking always gives pupils clear guidance on how they can improve their work and teachers make sure that pupils act on the advice given.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment at the end of Key Stage 1 and Key Stage 2 is broadly average in English and mathematics. This is because teaching has been weaker in some classes and pupils have made no better than adequate progress year on year. Boys have attained less well than girls in all subjects but these gaps closed in 2013, with boys now outperforming girls in mathematics.
- School leaders have tackled weaknesses effectively since the last inspection and attainment and progress for all pupils are picking up quickly. The proportion of pupils making expected and better than expected progress at the end of Year 6 in 2013 was similar to that of pupils nationally in writing and mathematics. This is due to recent, rapid improvements to teaching.
- Most children in the Reception classes start school with skills at below the levels expected for their age. Children make good progress during their reception year because teaching is consistently good. They quickly become used to school routines and expectations.
- The school is effective in teaching phonics (the sounds that letters make) and results in the 2012 national phonics screening check show that Year 1 pupils achieved in line with pupils nationally. This performance has improved in 2013 and is contributing well to better progress in early reading and writing.
- Older pupils have a wide range of books in school and enjoy reading. The best readers are fluent and read with expression. They are developing opinions about favourite types of books and authors. However some older pupils are not eager readers. Less confident readers are well supported in small-group and individual sessions for phonics.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic backgrounds and the small number of pupils new to learning English make good progress in developing self-esteem and their ability to learn with others. Academically they make similar progress, from their differing starting points, to that of their peers due to the good support they receive from knowledgeable teaching assistants. The progress of more-able pupils is also similar to that of others and improving so that more pupils are now reaching the higher levels in English and mathematics.
- The small number of pupils who benefit from the pupil premium make similar or better progress, from their different starting points, to other pupils in the school because money is spent wisely on meeting their individual needs. They are effectively supported in class and in small groups, and the effectiveness of this support is checked to make sure it works. The gap in achievement between these pupils and other pupils in the school is closing rapidly and in 2013 was one term in reading and writing and just over a term in mathematics.

The quality of teaching

requires improvement

- Teaching requires improvement because, in too many lessons, it does not help pupils make good progress.
- Weaknesses in teaching have led to gaps in pupils' learning. Teaching has not been at the consistently good level needed to enable pupils to make good progress and achieve well.
- Too often, teachers' expectations are not high enough and tasks are not set at the right level for all. This results in some pupils becoming bored and disaffected and so not making as much progress in their learning as they should.
- Checks on pupils' progress and understanding are not made often enough during lessons for teachers to adjust their teaching where necessary. Consequently pupils' attention wanders and progress slows.

Headers '9–10'

- Marking varies in quality. Pupils' work is celebrated and, when marking is at its best, specific examples are given to pupils of how their work could be improved. However pupils do not always respond to teachers' marking, sometimes because they are not given time, so that some pupils are not given precise enough advice as to how they can improve their work.
- In the Early Years Foundation Stage teaching is good and has a number of strong features such as the ways in which all adults incorporate children's interests into their planning and make good use of the outside area. As a consequence children make good progress and enjoy their learning.
- Where teaching is most effective, pupils are enthused about what they are learning and they are challenged to produce their best work. Careful planning builds up pupils' skills over a sequence of lessons and ensures that they have good opportunities to apply and develop these. For example, in a Year 6 English lesson, pupils writing the introduction to a newspaper recount were very clear about the features that would make their writing successful and how this task fitted in a series of lessons leading to class newspapers. They sensitively reviewed each other's work and made reasoned suggestions for improvements.
- Teaching assistants make a good contribution to pupils' learning in lessons and in small groups, particularly for those who find learning difficult. They work well to support less-able pupils to keep up with the pace of lessons by using teaching resources and questioning effectively to develop pupils' knowledge, skills and understanding.

The behaviour and safety of pupils require improvement

- Behaviour and safety require improvement because too few pupils are motivated by their teachers to be enthusiastic and eager learners.
- Pupils' attitudes to learning are influenced by and reflect the quality of teaching. Too often, they become restless when they have to listen passively for extended periods and are not actively involved in the lesson.
- Inattention and chatting occur when work is uninspiring or lacks challenge. Pupils' levels of motivation, their curiosity and their thirst for learning are not always consistently held.
- For example in a guided reading lesson those pupils not working with the teacher had little idea of the purpose of their tasks and what they were learning and consequently were not very enthusiastic and just passively completing the uninspiring work they were given.
- Behaviour is good around the school. Pupils are polite and have good manners. They are considerate and caring towards one another.
- Pupils have a sense of pride in being pupils at this school, and value those things that they feel makes the school special. Older pupils talk with a sense of awe about residential trips and pupils enjoy many educational visits and visitors which enrich their learning.
- Pupils feel safe. They are aware of the different forms bullying can take, including cyber bullying, but do not perceive any form of bullying to be an issue in school. Pupils understand the dangers of the internet and they know which sites to avoid.
- Pupils say that teachers look after them well, and they can confidently approach an adult for help if they have any issues to be resolved.
- There is a calm and productive atmosphere in the school and relationships between staff and pupils are strong. Pupils take on extra responsibilities willingly and this contributes well to their good spiritual, moral, social and cultural development.

The leadership and management are good

- The headteacher and the deputy headteacher are a strong team. They have made a concerted effort to build and develop a cohesive school community since the last inspection. The success of this is shown in the improvements in a range of areas, for example in the increasing number of pupils who make expected or better progress and in the positive impact training and coaching are

Headers '9–10'

having on the quality of teaching. The school demonstrates the capacity to further improve.

- Partnership working with a Local Leader of Education and leaders' uncompromising challenge of weaker teaching have resulted in rapid improvements in the overall quality and effectiveness of teaching.
- Parents and carers hold the school in high regard. Parents and carers responding in Parent View overwhelmingly agree that the school is well led and managed.
- The system for tracking pupils' progress is well established. This provides useful management information to hold teachers to account for pupils' progress and enables teachers to identify more quickly those pupils who are falling behind and need extra support.
- The school checks its performance accurately and improvement planning reflects the school's clearly stated ambition to raise achievement. The plan has the right priorities and sharply focuses on improving the quality of teaching and increasing the proportion of pupils making good or better progress in all subjects. This has resulted in improvements to the quality of teaching and rapidly improving pupils' progress across the school.
- Arrangements for checking how well teachers perform are linked to the new Teachers' Standards and pupils' progress. However the rigorous monitoring of the quality of teaching through lesson observations, checking pupils' books and tracking pupils' progress is mostly reliant on the headteacher and the deputy headteacher. The system of following up on the action points given, targeted training and coaching by good teachers in the school is rapidly improving the quality of teaching.
- Pupils enjoy going on visits such as to a local country house and the much enjoyed residential trip at the beginning of Year 6. These help to broaden their knowledge of their wider surroundings and support their spiritual, moral, social and cultural development well.
- Primary school sports funding is being used appropriately to ensure pupils experience a wide range of activities and to improve teachers' understanding of how to develop pupils' physical skills and their health. The school has identified appropriate ways of evaluating the spending.
- The local authority keeps a close check on the performance of the school and has provided appropriate and measured support. The headteacher and the local authority have developed effective links with other schools so that good practice can be shared to improve the work of the school.

■ The governance of the school:

- Governors know the strengths and areas for development in the school and how well the school compares with others. They appropriately challenge and support senior leaders. They have a good understanding of the information from tests and know that pupils are now making better progress when compared to pupils nationally. They have discussed and agreed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have also discussed and agreed how additional sports funding will be spent and understand how the impact of this on participation and pupils' health will be monitored and evaluated. They have a good understanding of the quality of teaching in the school. Performance management procedures arrangements are very thorough, matched to best practice and well understood by governors. Governors sign off pay recommendations for staff and are involved in recruitment. They receive regular training. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are met including for safeguarding.

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	135206
Local authority	Swindon
Inspection number	426776

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	365
Appropriate authority	The governing body
Chair	Tony Foss
Headteacher	Caroline Polley
Date of previous school inspection	15–16 September 2011
Telephone number	01793 525465
Fax number	01793 332167
Email address	admin@cpps.swindon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

