

Coleman Primary School

Gwendolen Road, Leicester, LE5 5FS

Inspection dates 30–31 October 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

- Pupils' progress is not consistently good over time. Not enough teaching has been good or better to ensure that all pupils, including those who need extra help and the most able, make good progress every year. This is particularly so in writing and mathematics.
- Not all teachers have high enough expectations about the quality of pupils' handwriting and the presentation of their written work.
- Although some teachers give pupils stimulating activities which interest them and inspire them to write, such activities are not consistently offered to pupils across the school.
- There are too few chances for pupils to use their mathematical skills when they are learning about other subjects.
- The quality of teachers' marking of pupils' work is uneven. Not all pupils receive precise guidance about what they need to do next to improve. In some classes, teachers do not give pupils the opportunity to respond to their comments so that they can learn from their mistakes.
- Occasionally, teachers' subject knowledge in mathematics is insecure and leads to pupils misunderstanding some mathematical ideas.
- Senior leaders do not keep a close enough check on whether their actions to improve the school are leading to improvement in pupils' achievement.

The school has the following strengths

- A strong sense of community within the school promotes pupils' spiritual, moral, social and cultural development well.
- Pupils say that they feel safe and are looked after well. Their behaviour is good and they show positive attitudes to learning.
- Pupils are happy to come to school. The rate of attendance has improved significantly since the previous inspection to above average.
- Senior leaders, managers and governors, are taking the right actions to improve teaching by providing teachers with clear guidance and training to improve their skills.

Information about this inspection

- Inspectors observed 35 lessons or parts of lessons taught by 29 teachers, and three assemblies. Four lessons were jointly observed with the headteacher or other senior leaders. Inspectors also undertook learning walks, which comprised a number of short visits to lessons to look at the teaching of reading and learning across the subjects and topics.
- Meetings were held with senior leaders, subject leaders, staff and members of the governing body. In addition, an inspector talked with a representative from the local authority.
- Inspectors met with pupils, listened to them read and observed them at play during breaktimes and at lunchtime.
- The school’s safeguarding policies, improvement plans, notes from meetings of the governing body and records of pupils’ behaviour were reviewed. Pupils’ work and records of their progress were also looked at.
- Inspectors took account of the 14 responses to the online parent questionnaire (Parent View), met with parents and noted their written and telephone communications as well as the 37 replies to the staff questionnaire. Inspectors also spoke to parents at the start of the school day as they brought their children to school.

Inspection team

Sarah Warboys, Lead inspector	Additional Inspector
Patricia Underwood	Additional Inspector
Lynn Lowery	Additional Inspector
Patrick Cook	Additional Inspector

Full report

Information about this school

- Coleman Primary School is much larger than most primary schools.
- Most pupils come from minority ethnic backgrounds, the largest group being of Indian heritage. The vast majority speak English as an additional language. A small minority are new to English when they join the school.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. The funding is based on the number of children in local authority care and those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs who are supported at school action is above average. An average proportion of pupils are supported at school action plus or through a statement of educational needs.
- The number of pupils joining and leaving the school at different times of the school year is above that normally found.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better and, thereby, raise pupils' achievement, particularly in writing and mathematics, by ensuring that all staff:
 - set high expectations for pupils' handwriting and encourage them to take greater pride in the presentation of their work
 - strengthen the imaginative, stimulating experiences that inspire pupils to write
 - extend opportunities for pupils to use their skills in mathematics when learning about other subjects.
- Improve the quality and consistency of marking by ensuring that all teachers:
 - give pupils clear guidance, when marking their work, to let them know what they need to do to improve
 - provide pupils with the opportunity to respond to their comments so that they can practise and improve their skills
 - learn from and adopt the most effective marking practice which already exists in the school.
- Strengthen the school's leadership by ensuring that leaders:
 - provide guidance for staff to strengthen their subject knowledge in mathematics
 - check the effectiveness of their improvement actions on the achievement of different groups of pupils.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' standards in reading, writing and mathematics at the end of Year 2 and by the time they leave the school in Year 6 are broadly average. Pupils' achievement requires improvement because not enough pupils make consistently good progress year on year. Of the Year 6 pupils who took the national tests in 2012, too few made the progress they should in mathematics.
- Almost all Year 6 pupils who left the school in 2013, including those who need extra help and those who are most able, made the progress expected of them in reading, writing and mathematics. The proportion who made more than expected progress was above average. This was because of better teaching which focused precisely on addressing very specific gaps in their knowledge and skills. However, this improvement has not yet been sustained over time.
- Assessments of pupils' achievement and work in their books show that too few pupils make good enough progress, particularly in writing and mathematics in each year, leaving too much for pupils to learn in Year 6.
- Most disabled pupils and those with special educational needs make the progress expected of them from their different starting points. Year 6 pupils in 2013 made good progress because of small group work which helped to fill gaps in their knowledge and skills. In addition, adults help these pupils in lessons by breaking down learning into small, achievable steps.
- In most lessons, teachers are now matching work well to the learning needs of more-able pupils so that they are suitably challenged. As a result, these pupils have begun to make good progress.
- Children in the Early Years Foundation Stage join the Nursery with skills that are well below those typically expected for their age, particularly in communication, personal and social skills. They make good progress because adults organise plenty of activities that help them to develop skills across all the areas of learning. Although their skills remain below those expected nationally, their attainment is closer to average levels by the time they enter Year 1.
- Pupils do best of all in reading. Young children are taught phonics (the links between letters and the sounds they make) systematically. The teaching of reading continues effectively throughout the school and pupils are supported well at home. Teachers plan plenty of opportunities for pupils to use their reading and writing skills when they are learning about other subjects.
- The vast majority of pupils speak English as an additional language. The small minority of pupils who are new to English when they start at the school and are supported well. In all year groups, adults are good role models for the development of pupils' language. They help these pupils to learn new words and phrases by providing them with plenty of opportunities to practise their speaking and listening skills. A variety of pictures, prompts and 'talking books' helps their understanding of new ideas.
- Pupils who join the school part of the way through the school year are welcomed and paired with a 'buddy' who helps them settle in and learn new routines. Early assessments are made to ensure that they get the extra help they need. These pupils make similar progress to their classmates.
- Pupil premium funding received by the school provides additional teaching staff to allow pupils

eligible for free school meals to be taught in small groups so that they get the extra help they need. It provides specialist teaching and computer technology projects to develop pupils' language and communication skills. Consequently, these pupils have made progress at a good rate. Of the Year 6 pupils who left the school in 2013, pupils eligible for pupil premium funding were, on average, about six weeks ahead of their classmates in reading, writing and mathematics.

The quality of teaching requires improvement

- Teaching has not enabled all pupils to make consistently good progress. Occasionally, weaknesses in teachers' subject knowledge in mathematics reinforce common errors and lead to misunderstanding. Not all teachers have high enough expectations of pupils' handwriting and the way in which pupils present their written work.
- The quality of teachers' marking of pupils' work is uneven. Most provide pupils with a clear idea about what they have done well, but not all teachers give pupils precise guidance about what they need to do next to improve. Insufficient time is given for pupils to respond to teachers' comments so they can learn from their mistakes or be challenged to think hard.
- In a lesson in Year 1, pupils talked about what different fruits looked like and felt like after tasting them. This activity fostered pupils' curiosity and inspired them to write descriptively. As a result, they made good progress in developing their communication skills. Such interesting activities for stimulating writing are not consistently offered to pupils across the school.
- Pupils' books indicate that teachers plan plenty of opportunities for them to use their skills in reading and writing when they are learning about other subjects. Chances to use their mathematical skills are limited.
- The best progress happens when teachers have secure subject knowledge and set work that is at just the right level to move pupils' learning forward. They ask pupils questions that encourage them to think deeply. In Year 5, for example, pupils discussed the moral issues of apartheid and the work of Nelson Mandela. This inspired them to write with interest and enthusiasm and they made progress at a rapid rate.
- In the most effective lessons, teachers and other adults promote pupils' positive attitudes well. They give pupils clear explanations and good examples of writing so they are clear about what is expected of them. Year 6 pupils made good progress in finding percentages of amounts because the class teachers showed them how to use simple calculations to find more complex answers. In all cases, pupils were expected to explain their working and this contributed well to their understanding.
- Children in the Early Years Foundation Stage choose from a range of interesting activities. Adults are skilled in taking children's interests and turning them into learning opportunities. For example, children in the Nursery and Reception classes developed their understanding of numbers to 10 well by enthusiastically counting spiders in Halloween activities.

The behaviour and safety of pupils are good

- Pupils say they enjoy school. Their attendance, low in 2011, has improved in two successive years to an above average rate. Levels of punctuality are good.
- Typically, pupils' behaviour is good in lessons and as they move around the school. The vast

majority are polite, courteous and respectful to adults. Their attitudes to learning in whole-class lessons, small group work and in one-to-one situations are positive. They listen attentively and are keen to do their best.

- Pupils say that they feel safe at school. They have a good understanding of what bullying is and know how to protect themselves. They say, and the school's records show, that such incidents are rare. They report a few incidents of name-calling, but are confident in seeking help. Year 6 pupils, visible by their 'green hats', keep an eye out for others who may need help. Pupils are knowledgeable about issues such as cyber-bullying and know how to keep safe when using the internet.
- A strong sense of community is clearly apparent in which pupils from a wide range of different backgrounds and cultures work and play well together.
- Adults implement the school's systems for managing behaviour consistently well. Occasionally, a few pupils become restless and lose concentration in lessons. This is generally because they are insufficiently challenged. However, they respond positively to adult guidance.

The leadership and management requires improvement

- Leaders have not ensured that pupils make good progress year on year. They have not measured precisely enough the effectiveness of their actions on the achievement of different groups of pupils. Although the teaching of mathematics improved in 2013, particularly for those pupils who took their national tests, leaders recognise there is more to be done to strengthen teachers' subject knowledge.
- Leaders at all levels are now taking the right action to make certain all pupils are making better progress each year. They are doing this by focusing on improving teaching. They provide teachers with clear feedback after watching them teach, set targets for improvement and give them professional training to help them develop their skills. Leaders, including governors, make sure that teachers who meet their targets are awarded pay increases.
- The Early Years Foundation Stage is led and managed well. Those in charge of leading subjects and other areas of the school's work know what the school does well and what needs to be done to improve.
- The school works well with outside agencies to ensure that pupils get the extra help they need. Close working with families has ensured that pupils attend school regularly and arrive for lessons on time. Appropriate action is taken to promote equality of opportunity and to tackle any form of discrimination.
- The school offers a range of subjects and topics enhanced by visitors and trips. Pupils' understanding of different world religions and cultures makes a strong contribution to their spiritual, moral, social and cultural development. Good opportunities enable pupils to appreciate art and to play musical instruments. Plans are in place to use the primary sports funding to increase the proportion of pupils able to take part in different sports by using specialist coaches.
- Most parents who responded to the online questionnaire and who talked with inspectors spoke highly of the care and support their children receive. Inspectors explored issues raised by a few parents about how effectively the school deals with parental concerns. School records show that it does its own investigations on these very rare occasions, by following its policies and procedures. Leaders, including members of the governing body, contact and involve outside

agencies for support where appropriate.

- The local authority provides effective support and advice to the school, including regular reviews of its performance.

■ **The governance of the school:**

- Governors work in close partnership with school staff. They visit the school regularly and link with those who lead different areas to get first-hand evidence of life in school. They undertake training so they can make well-informed decisions. Governors are aware of how well pupils are doing compared with all schools nationally and were fully behind the drive to improve pupils' achievement, particularly in mathematics in 2013. They recognise the need to maintain the focus on improving teaching to ensure pupils make good progress in every year group. Governors manage the performance of the headteacher appropriately and check that teachers are being held to account for pupils' achievement. Governors manage the school's finances effectively, including the spending of the pupil premium. They make sure it is spent in the best interest of the pupils and has enabled eligible pupils to do well and catch up with their classmates. Governors ensure that safeguarding arrangements meet requirements.

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	120095
Local authority	Leicester
Inspection number	425107

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	655
Appropriate authority	The governing body
Chair	Farida Ali
Headteacher	Nigel Bruen
Date of previous school inspection	12 October 2010
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