

Potters Green Primary School

Ringwood Highway, Coventry, CV2 2GF

Inspection dates 5–6 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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 reach standards in reading, writing and mathematics that are broadly average by the end of Year 6, but are capable of doing better. Too few reach the higher levels, particularly in mathematics.
- Leaders, including subject leaders, are not rigorous in checking on how well pupils are progressing in each year group.
- Teaching remains too varied across Years 1 to 6. Teachers do not consistently challenge pupils or provide effective guidance in marking to help them improve their work, especially in mathematics.
- Progress in reading is not consistently good across the school.
- Boys perform less well than girls, particularly in writing. Boys do not always use the advice they get from teachers to improve their writing.
- Pupils do not have regular opportunities to use their mathematical skills in problem-solving work. This means they are unable to fully develop their mathematical skills.
- The achievement of disabled pupils and those who have special educational needs requires improvement. Teachers do not systematically check that they are making enough progress in all year groups.

The school has the following strengths

- Teaching and the progress made by current pupils are improving across the school. This is a result of better support and challenge from leaders.
- Consistently good teaching through the Early Years Foundation Stage means that children make good progress in all areas of learning, particularly language development.
- Pupils supported by pupil premium funding make good progress. The headteacher, ably supported by the governing body, has used this funding well and carefully evaluates the value for money it provides.
- Relationships between pupils and staff are strong. Pupils behave well, feel safe and value their school.

Information about this inspection

- Inspectors observed 22 lessons, four of which were observed with either the headteacher or the deputy headteacher.
- Inspectors listened to pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and an experienced governor, and staff. A telephone conversation was held with a local authority adviser.
- Inspectors took account of the 44 responses to the online Parent View questionnaire. They also spoke with parents and carers.
- Inspectors observed the work of the school, looking at a range of documentation. This included a detailed analysis of how well pupils are currently progressing.
- The school’s child protection and safeguarding procedures were also scrutinised.

Inspection team

Jeremy Bird, Lead inspector

Additional Inspector

Janet Watts

Additional Inspector

Jonathan Smart

Additional Inspector

Full report

Information about this school

- Potters Green is larger than the average-sized primary school.
- Most pupils are White British. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. The pupil premium is additional funding to raise the attainment of pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- 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 teaching in Years 1 to 6 in order to improve pupils' achievement, by ensuring that:
 - all teachers set work that challenges pupils, particularly the more-able pupils
 - teachers in all classes carefully check the progress made by disabled pupils and those who have special educational needs
 - pupils are encouraged to use their knowledge of phonics better to tackle unfamiliar words and improve their reading skills
 - pupils have more opportunities to work on mathematical problems so that they can practise and improve their problem-solving skills
 - teachers' marking and feedback give pupils helpful guidance on how they can improve their work in all subjects, and especially mathematics
 - all pupils, but boys in particular, act on the advice they are given, especially in writing.
- Improve the effectiveness of leadership by ensuring that:
 - subject leaders, and governors, rigorously monitor pupils' progress in their areas of responsibility
 - teachers act on advice given to them by leaders, and swift action is taken if any fail to do so.

Inspection judgements

The achievement of pupils requires improvement

- Children join the school in Nursery or Reception with skills that are below those typically seen at their age. They make good progress through the Early Years Foundation Stage, moving into Year 1 with standards that are in line with national average. However, their progress through both Key Stages 1 and 2 requires improvement.
- Current assessments by the school show that standards are improving in all year groups but progress is still too inconsistent. The work set in lessons is not sufficiently challenging to ensure that pupils, particularly the most able, achieve well by the time they leave.
- Pupils make inconsistent progress in reading. A good start is made in the Early Years Foundation Stage, with good phonics teaching taking place. The pace of progress slows through Key Stages 1 and 2 and too many pupils do not read fluently. Pupils enjoy reading but do not readily apply their phonic skills to their own reading. This inhibits their comprehension.
- In mathematics pupils' basic calculation skills are generally secure, but their ability to solve problems is much less well developed.
- Progress in writing across the school is generally good, but girls continue to outperform boys. This is because girls tend to act on advice given by their teachers. For example, they use marking which demonstrates how more effective punctuation can have greater impact on the reader. This enables girls to demonstrate their higher-level writing skills in ways that boys seldom match.
- The progress made by disabled pupils and those who have special educational needs is inconsistent, and this is holding back their attainment. In some year groups, for example Year 6, pupils are making similar progress to the other pupils; in other years, pupils are not consistently making the progress expected nationally.
- Pupils who are supported by the pupil premium are making good progress. The school has used this funding well and pupils benefit from clear, well-thought-through support. In 2013, the Year 6 test results show that eligible pupils were between two and three terms behind their classmates in all aspects of English, with no gap seen in mathematics. Current data show that eligible pupils are catching up with their peers throughout the school.

The quality of teaching requires improvement

- Teaching in Years 1 to 6 is not consistently good because there is not enough attention given to the needs of different groups of pupils, such as the most able and those who find learning difficult. Teachers do not check the performance of different groups of pupils carefully enough to enable them to make faster progress.
- Marking is kept up to date and celebrates pupils' success. There is inconsistency, however, in the extent to which teachers use marking to challenge pupils in their learning. The best progress is seen where marking identifies how pupils can improve further, with pupils taking advice on board and practising this in new tasks. However, this is not consistently evident across the school.
- Teaching in the Early Years Foundation Stage is good, particularly the support for children's early

language skills. While pupils continue to develop reading skills as they move through the school, they do not improve as rapidly as they should. Teachers do not sufficiently encourage them to use phonic and other skills to develop fluency in their reading.

- Pupils receive good support in writing. Teachers give pupils regular opportunities to write longer pieces and offer clear guidance on how they can improve their work. Boys, however, do not listen as closely to this advice as girls, and teachers do not always insist they should.
- The work to improve activities and marking in mathematics has focused on the development of pupils' calculation skills. Pupils have made better progress in their understanding of how to work with numbers, but have been given limited opportunities to use such skills in real-life problems. Consequently, pupils have little chance to explore how they could tackle mathematical problems more effectively.
- Relationships between teachers and pupils are strong. Pupils feel secure in their learning. Where teachers are secure in their subject knowledge they show confidence when leading discussions with pupils. This helps pupils experience more demanding work. In Year 3, for example, pupils explored what would happen if you used current place value understanding in decimal work.
- Where learning is good or better the work of teaching assistants has a good impact on pupils' progress. Roles are clear, with pupils identified to receive support. Skilled teaching of small groups of pupils ensures they make good progress.
- Recent developments in homework expectations have resulted in pupils being more involved. They are now not only completing the required tasks but being more creative, producing unique products based on optional activities, for example volcano models.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They behave consistently well in lessons and around the school, which is a very welcoming place where pupils feel happy. They value the school ethos and talk very fondly of their school. Pupils are prompt in attending lessons, being ready to learn quickly.
- Recent playground developments, with new equipment and zoning play areas, have resulted in pupils enjoying their free time more. They understand how to play effectively together and express greater enjoyment. They can resolve conflicts and know when to approach supervisors for support.
- Pupils talk about bullying, understanding what it is and how it can be tackled when it occurs. They value the school's approach, stating any issues are dealt with quickly and effectively. Most parents agree that their children are safe in school and that behaviour is good, although a few expressed concern about how the school deals with poor behaviour.
- Effective partnerships with external specialists support pupils who have behavioural needs. One such link is with 'The Key', whose staff work closely with the school to support individual pupils. That pupils who have difficulty managing their behaviour are quickly integrated back into school is a testament to the effectiveness of these links.
- The school is committed to ensuring discrimination does not occur. It uses the information from behaviour logs to ensure that any issues are dealt with effectively and in a timely manner.
- The school's work to keep pupils safe and secure is good. Pupils feel and indeed are safe. They

understand issues connected to e-safety, valuing the work the school does to prepare them for the challenges they will face in the future. Safeguarding arrangements meet current national requirements.

- Where teaching challenges pupils' thinking their attitudes are good, and they show a keenness to learn. Occasionally, pupils disengage when the activities are less challenging.
- Attendance is below average despite leaders' best efforts. A minority of parents are not working closely with the school and continue to allow their children to take time off.

The leadership and management

requires improvement

- Since the last inspection the school has developed clearer roles for leaders at different levels. These are now established, but they are not having sufficient impact on improving pupils' rates of progress.
- The school uses appropriate systems for managing the performance of both teaching and support staff, but leaders do not always act urgently enough when staff fail to act on the advice they are given to improve their performance.
- Subject leaders are aware from their monitoring of the weaknesses in their subjects. However, in mathematics and reading, their advice has not always been reflected in the learning activities pupils are set. This prevents pupils benefiting from the challenging work they need.
- The leadership of the arrangements for supporting disabled pupils and those who have special educational needs requires improvement. Teachers have not checked the progress of these pupils systematically, and improving this aspect of the school's work is a priority for action.
- The curriculum is enriched by a broad range of clubs and activities. Pupils work and play well together. They have a strong sense of right and wrong and are happy to talk about issues involving 'making the right choices'. There are suitable opportunities for pupils to learn about and from different religions and cultures. Pupils also demonstrate cultural awareness, reflecting on a display message: 'We are all the same but we are all different.'
- The school has made good use of sport funding by employing a sports coach to teach physical education both inside and outside school hours. There is a wider range of sports available with football, swimming and cross-country offering a competitive element. The school has not yet established the impact of this funding on pupils' healthy lifestyles.
- **The governance of the school:**
 - Governors are well aware of their role in holding the school to account for standards.
 - Restructuring of the governing body has enabled governors to develop a better understanding and first-hand knowledge of pupils' achievement and the quality of teaching. However, they do not yet challenge leaders rigorously to answer specific questions about pupils' progress.
 - Governors ensure all statutory responsibilities are met, including those relating to safeguarding
 - There is a clear strategy to make good use of pupil premium funding. Governors are aware of its impact on the progress made by pupils who are eligible for such funding.

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	103659
Local authority	Coventry
Inspection number	442524

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	448
Appropriate authority	The governing body
Chair	Lianne Reader
Headteacher	Paul Ryan
Date of previous school inspection	18 September 2012
Telephone number	024 76613670
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