

Cotteridge Junior and Infant School

Breedon Road, Birmingham, B30 2HT

Inspection dates 2–3 July 2014

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.

- This very caring school is highly valued by pupils, parents and the local community.
- Pupils' achievement has improved to good since the last inspection and attainment is rising. Pupils achieve well in reading, writing and mathematics.
- The school works extremely well with families and external agencies to support pupils whose circumstances might put them at risk. As a result, pupils say they feel very safe.
- Disabled pupils and those with special educational needs achieve well. Those eligible for the pupil premium also achieve well.
- Senior leaders have taken effective steps to improve the quality of teaching and pupils' achievement.
- All staff work well as a team and feel valued. They are dedicated in ensuring pupils' personal development as well as their academic achievement is good.
- Pupils' behaviour in lessons and around the school is good. They show a great deal of respect towards each other and the adults around them. They say they feel safe at school.

It is not yet an outstanding school because

- Although teaching is good not enough is outstanding and the best practice is not always shared.
- In a few lessons pupils make less rapid progress because they are not given enough challenging tasks.

Information about this inspection

- The inspectors observed learning in 18 lessons and heard a number of pupils read.
- Inspectors spoke with pupils and held discussions with the headteacher and other staff, governors, the school improvement partner and the local authority senior education adviser.
- They examined a range of documents including those relating to safeguarding, the school's view of how well it is doing, the school improvement plan and records relating to pupils' progress and behaviour.
- There were 56 responses to the online questionnaire (Parent View), which inspectors took into account alongside the responses to the school's own parental survey conducted earlier in the year. Three letters from parents and 16 responses to the inspection questionnaire for staff were considered.

Inspection team

Ian Jones, Lead inspector

Additional Inspector

Susan Calvert

Additional Inspector

Sarah Davey

Additional Inspector

Full report

Information about this school

- This primary school is larger than average.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils for whom the school receives the pupil premium is much higher than that found nationally. This is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school runs a breakfast club and an after-school club.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Improve teaching further so that it is outstanding in order to raise pupils' achievement by:
 - managing learning in lessons effectively by adjusting tasks to maintain rapid progress
 - enthusing pupils in their desire to learn by providing regular, challenging opportunities that spur them on
 - sharing the outstanding practice that exists in the school.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection, pupils' standards and their rate of progress across the school have risen.
- Children enter the Nursery class with skills that are below those typically expected for their age, especially their mathematical, social and emotional skills. They make good progress in the Early Years Foundation Stage, because the good teaching and support they receive effectively develops early reading and writing and numeracy skills. It also establishes clear routines for learning and behaviour. This prepares them well for the next stage of their education.
- In the 2013 reading screening check, the proportion of pupils achieving the expected level was above the national average. This is because teachers and teaching assistants are highly skilled in the teaching of phonics (matching letters to the sounds they make). Those few pupils who struggle to read are given individual support leading in most cases to rapid improvements.
- Reading skills are improving as a result of the successful whole-school drive to foster confidence and a love of reading. Older pupils read widely and talk enthusiastically about their favourite authors and themes.
- At the end of Key Stage 1 pupils continue to make good progress and, since the last inspection, the levels of attainment have risen rapidly.
- Typically, by the time pupils leave the school at Year 6 attainment is average. However last year the proportions of pupils making better than expected progress rose above average and has risen further this year.
- The most able pupils are benefiting from lively, imaginative learning. Above average proportions of pupils are on course to exceed what is expected of them in all subjects. In mathematics, challenging teaching means that the most talented are on track to reach the highest level (Level 6) in the Year 6 national tests.
- In mathematics pupils receive good quality teaching and imaginative tasks ensure their progress is good and accelerating.
- Disabled pupils and those who have special educational needs make good progress, and some do better because their abilities and needs are accurately identified and individual support pinpoints their requirements precisely.
- The school provides very good support for pupils who are eligible for support by the pupil premium funding so that their progress is accelerating. In 2013 the gap had narrowed so that they were about a term behind in English and mathematics.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and it is now consistently good between subjects and throughout the school.
- Excellent relationships between staff and pupils exist in all classes, and teachers supplement this

with high expectations for pupils of all ages, backgrounds and starting points. Staff work successfully to enable pupils to achieve.

- Where learning is most effective, teachers help pupils to think hard about their work and what they need to do. For example in a Year 6 mathematics lesson, the teacher skilfully posed questions which challenged pupils' thinking and engaged them in their learning. In a Year 1 lesson on data, pupils' questions were skilfully answered with further questions, ensuring they were engrossed in their work.
- In the most effective lessons, teachers use assessments of individual pupils to ensure that tasks are well-suited to their needs and challenge and stimulate their learning. Where lessons are less effective, it is often because the demands made of pupils are not closely matched or adjusted quickly enough to meet pupils' abilities and extend their thinking.
- Marking is of good quality and makes a strong contribution to learning because it explains how pupils could improve their work and pupils often show their understanding of the teacher's comments by giving examples of this new learning in response. Older pupils are usually clear about their personal targets to improve their work, although some younger pupils are not.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In classrooms and at social times it is good and sometimes exemplary. At the start of the day, the popular breakfast club sets a very positive tone for the school day. Pupils also enjoy and benefit from attending the after-school club.
- Classrooms are happy and friendly places to be. The very good spiritual, moral, social and cultural development encourages considerate, caring and respectful relationships between pupils and with adults.
- The school makes very good use of the limited amount of play space. The playground contains a number of different areas to attract pupils' interest and playtimes are relaxed and enjoyed by pupils. Pupils' play is active and safe. They usually respond positively to any adult guidance and advice and are safety conscious.
- In discussions, pupils report that relationships in school are excellent. Pupils describe the happy, supportive family atmosphere at the school. They are well informed about bullying in its different forms. Pupils comment on the valuable support provided by the pastoral manager if they have a problem or concern.
- The school's work to keep pupils safe and secure is outstanding. All parents agree that their children are well looked after and kept safe in school.
- Those pupils whose needs are complex or who are potentially vulnerable are sensitively and skilfully managed. The very strong links with professional agencies beyond school contribute extremely well to supporting vulnerable pupils and their families. As a result, pupils confidently join in a wide range of school activities.
- Pupils are polite, attentive and helpful. Attendance was average at the time of the previous inspection but is now above average. This is the result of the successful working relationship the school has with parents, reducing some pupils' persistent and unauthorised absence.

The leadership and management are good

- The headteacher and deputy headteacher have made sure that the areas for development identified at the previous inspection have been addressed. The leadership team enjoys the enthusiastic support of the staff in delivering these improvements.
- Senior leaders have a clear view of the strengths and weaknesses of the school. The school's plans for improvement are well focused and include an appropriate range of actions to raise standards further.
- Senior leaders have developed systems for monitoring the quality of teaching since the last inspection. There are regular focused checks on teaching and pupils' progress is closely tracked. Teachers are accountable for the progress made by their pupils and regular meetings help identify where support is needed to prevent any pupils falling behind. Salary increases are awarded only when teachers help pupils to learn well.
- Training for teachers is closely linked to school priorities and has been effective in driving improvement.
- The variety of subjects and topics provides opportunities for pupils to develop a wide range of skills. As a result pupils use and apply numeracy and literacy skills well across other subjects and topics. The curriculum is enriched by a wide range of after-school and lunchtime activities.
- The new primary school sports funding has broadened opportunities and, as a result, more pupils are now participating in a more diverse range of sporting activities. These experiences contribute well to encouraging pupils to stay fit and healthy.
- Pupils' spiritual, moral, social and cultural awareness is well developed and pupils care deeply about their school.
- **The governance of the school:**
 - Governors are well informed about the school. They keep a close eye on school performance and understand the data available with increasing expertise. Good-quality training from the local authority has assisted them in data analysis and other aspects of governance.
 - Governors have a good understanding of the quality of teaching and are frequent visitors to the school. They monitor the work of the school for themselves and compare this alongside evidence supplied by senior leaders. Governors fully understand how performance management operates at school and closely monitor how well teachers' salary progression is tied to their impact on pupils' achievement.
 - Governors keep tabs on pupil premium funds to check that they are being used successfully to help pupils in danger of falling behind do well.
 - Governors ensure that safeguarding meet requirements. Safeguarding is checked to ensure that pupils are as safe as possible and that processes are up-to-date.

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	103190
Local authority	Birmingham
Inspection number	431115

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	389
Appropriate authority	The governing body
Chair	Hugh Rickards
Headteacher	Diana James
Date of previous school inspection	27 June 2012
Telephone number	0121 464 2865
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