

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9164
Direct email: tim.ogbourn@serco.com

16 December 2014

Mr Andrew Clay
Headteacher
Coundon Court
Northbrook Road
Coventry
CV6 2AJ

Dear Mr Clay

Requires improvement: monitoring inspection visit to Coundon Court

Following my visit to your academy on 15 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to ensure:

- all teachers use the information they have about what students know, understand and can do to plan learning opportunities and activities that speed up students' progress
- all teachers use effective marking and feedback which improves students' knowledge and understanding and quickly corrects any misunderstandings or mistakes

- all teachers improve students' literacy skills by providing clear feedback on their spelling, punctuation and grammar
- all subject leaders frequently monitor and accurately evaluate teachers' work and students' progress in the area for which they have responsibility.

Evidence

During the visit I met with the headteacher and the senior leadership team to discuss the actions taken since the last inspection. Meetings were held with the Chair of the Governing Body and the leaders of English, mathematics, history, geography, science and the sixth form. I had a telephone discussion with the academy's school improvement adviser. The deputy headteacher showed me around the academy and we visited classes in Years 8, 9, 10 and 13 to see the students at work in mathematics, history and geography. I analysed students' learning through an examination of their books. I looked at a range of documentation, including the academy's improvement action plans, information about students' progress, attendance and behaviour and the academy's self-evaluation document.

Context

Since the inspection in September 2014, one member of staff has left the academy and a temporary replacement has been appointed. There have been no other significant changes.

Main findings

The headteacher, academy leaders and the governing body acted quickly to address the issues for improvement identified in the recent inspection. Academy leaders, including governors, have prioritised ensuring the academy's safeguarding policy and practice meet current requirements. All academy staff recently undertook child protection and safeguarding training. As a consequence, the safeguarding policy meets requirements and staff are aware of their and others' roles and responsibilities. When asked, students say they feel safe in the academy.

Students' attendance, punctuality and behaviour is improving as a result of academy leaders effectively monitoring students' arrival to the academy, their movement between lessons and their behaviour in and out of classrooms. Information provided by the academy shows that students' attendance is broadly in line with the national average. Academy leaders acknowledge that there is gap between the attendance of students who are disadvantaged and that of other students. However, the attendance of students who are disadvantaged is better than the national average for this group of students. Staff and students said that senior leaders are more

visible around the academy. As a result, students' behaviour between lessons is generally calm and purposeful and fewer students arrive late to lessons.

Information provided by the academy shows that an increased number of teachers are delivering effective learning opportunities and activities since the inspection in September. As a consequence, the progress and attainment of students is improving in a range of subjects, particularly in English, mathematics, physical education and sport examination courses, computer studies and business studies. However, academy leaders recognise that not all teachers use the information about what students know, understand and can do to plan work that enables them to make the progress expected. As a consequence, the quality of teaching over time, and consequently students' progress, is inconsistent across the academy, especially in modern foreign languages, history and geography.

The academy assessment policy has been revised and training has been provided on what represents good marking. As a result, there are examples of effective marking that supports students in improving their work. This is particularly evident in English and mathematics. However, as a result of the work scrutiny and in discussions with students it is apparent that the quality of marking and feedback is inconsistent across subjects and individual teachers, especially in history, geography and science.

The academy is in the process of revising its whole academy literacy policy. Academy leaders acknowledge that the quality of teachers' marking of students' spelling, punctuation and grammar and the support teachers give to students in improving their literacy skills is inconsistent.

Academy leaders said that, since the inspection in September, they are clear about their roles and responsibilities. They added that the headteacher, appointed in September 2014, has introduced a clear sense of vision, purpose and accountability. The majority of leaders are effectively monitoring and accurately evaluating the area for which they have responsibility, particularly in English, art and design and physical education. However, a minority of subject leaders are not monitoring and evaluating teachers' work and students' progress effectively in the area for which they have responsibility.

The sixth form leader has introduced a thorough process that monitors the quality of teaching in the sixth form and the progress made by sixth form students. Information provided by the academy shows that the number of good and outstanding lessons in the sixth form has increased since the inspection in September. As a result, students' progress in academic subjects is improving and is in line with vocational subjects.

External support

Academy leaders are working successfully with external consultants who provide advice and guidance for academy improvement, inclusion and the development of

academy leaders and governors. As a result, staff say that there is greater precision in the assessment of students' progress and that there is improved consistency in the application of policies and procedures.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Coventry, The Education Funding Agency (EFA) and the Academies Advisers Unit.

Yours sincerely

Peter Humphries
Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- The Education Funding Agency (EFA) if the school has a sixth form
- DfE - Academies Advisers Unit [open.FREESCHOOLS@education.gsi.gov.uk] - for academies, free schools, UTCs and studio schools