

# Coleman Primary School

Gwendolen Road, Leicester LE5 5FS

<b>Inspection dates</b>	28–29 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The quality of teaching, learning and assessment has improved since the last inspection due to the effective leadership of teaching and is now securely good.
- Pastoral support for pupils is a strength of the school. The nurture group supports new arrivals to the United Kingdom and helps them to settle into school life.
- Pupils are happy in school. This is demonstrated by the confidence with which they converse with visitors to the school.
- The behaviour mentor works tirelessly to ensure all pupils feel safe and happy in school. This contributes to pupils' well-being.
- Governors know the school well. They have addressed the issues raised at the last inspection and are now fully involved in the monitoring of performance and in holding leaders to account.
- The partnership with local schools is extremely effective and has contributed to the school's improvement.
- Middle leaders are enthusiastic about their role and keen to shape longer-term school improvement planning.
- The local authority is a highly effective partner in supporting governors and leaders to secure improvements.

### It is not yet an outstanding school because

- Not all pupils are consistently provided with opportunities to deepen their knowledge and apply their skills across a range of subjects.
- A consistent style of handwriting has yet to be established in all year groups.
- Not all teachers insist on high expectations for the presentation of work in books.
- Middle leaders do not routinely contribute to the long-term improvement planning for the school.

## Full report

### What does the school need to do to improve further?

- Strengthen outcomes for pupils further by:
  - ensuring that all pupils consistently receive opportunities to deepen their knowledge and apply subject-specific skills across a range of activities
  - establishing a consistent handwriting style across all year groups that supports improved presentation of work.
- Strengthen leadership further so that middle leaders contribute more widely to the longer-term school improvement planning.

## Inspection judgements

### Effectiveness of leadership and management is good

- Despite the turbulence caused by exceptionally high levels of pupil mobility, leaders have been highly successful in narrowing gaps in attainment and securing year-on-year improvement to pupils' outcomes.
- The headteacher has made key appointments to senior and middle leadership posts that are effective in driving improvements and ensuring that no child is left behind.
- The deputy headteacher is responsible for the assessment procedures adopted in school and ensures these are well embedded and well understood by all. Her analysis of assessment information is used wisely to direct resources to the needs of individual pupils and shape provision. This means that any gaps in the attainment of key groups of pupils have been closed by the time pupils leave the school.
- Middle leaders are enthusiastic and bring much energy to their role. They demonstrate great passion for their subjects and the teams they manage, and are keen to be involved more fully in shaping the strategic direction of the school.
- Performance management procedures are in place for staff and directly relate to pay awards. They are aligned to the standards set out by government for all teachers.
- A comprehensive programme of continuous training is in place that extends to all staff working within the school. It is well considered and meets the needs of the school and the individual.
- School self-evaluation is accurate and informed by the outcomes of checks made by leaders that judge the work of the school.
- Improvement planning is equally effective. It is rooted in accurate analysis of assessment information and informs priorities for the academic year. Senior leaders acknowledge that this is the right time to involve the capable middle leaders much more in whole-school improvement planning.
- Pupils' spiritual, moral, social and cultural understanding is well developed. Pupils' personal and social education is given equally high priority, alongside the work undertaken to embed fundamental British values. As such, pupils have a well-developed understanding of living in Britain and their contribution to it as responsible citizens.
- The curriculum is broad and balanced and follows national curriculum guidance. It is reflective of the need to provide increased opportunities for pupils to write for a variety of purposes across a range of subjects. However, opportunities for developing and applying subject-specific skills are not consistently in evidence.
- Systems to safeguard pupils are effective. Policies are thorough and reviewed regularly and partnerships with key local authority officers support this work fully.
- Additional funding (the pupil premium) for disadvantaged pupils is used wisely. It ensures that any gaps between the achievement of this group of pupils and that of others, which exist when pupils start school, are closed by the time they leave.
- The vast majority of parents are supportive of the school and feel that their children are looked after well. Responses to Ofsted's online questionnaire, Parent View, were considered by inspectors, who also considered outcomes from the school's own consultation undertaken in April 2016. A significant minority of parents were keen to share their views on the introduction of a school uniform, which they feel would instil in pupils a greater pride for their school.
- The effectiveness of the school is enhanced greatly by its links with the local schools partnership. It provides opportunities for teachers to share good practice and moderate the standard of their work against others.
- Local authority officers provide highly effective support to ensure that improvement plans are well directed and evaluated. They have been pivotal in securing the improvements made since the school was last inspected.
- **The governance of the school**
  - Governors know their school well and are aware of its strengths and the challenges it faces to accommodate high levels of pupil mobility.
  - They have actively sought the support of the local authority to better inform and shape their work and increase the efficiency and effectiveness with which they discharge their duties.
  - Minutes of the governing body meetings reflect the level of rigorous challenge given to leaders and demonstrate that governors are clearly focused upon school improvement.

- Governors maintain a watchful eye over school finances to ensure money is spent wisely. They interact well with leaders of the school and ask penetrating questions to enable them to make sound decisions.
- Governors know what additional monies have been received to support disadvantaged pupils in school and know precisely how this money is spent. They analyse assessment information regularly to ensure the money is spent wisely and gaps in learning are closing.
- In the same way, they also review the use of the physical education and sports funding to improve the quality of lessons and range of activities and competitions open to pupils.
- Governors have ensured that the process for managing the performance of the headteacher is in place and that this process is supported by an external adviser.
- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved since the last inspection and is now securely good. Pupils in all classes are keen to talk about their learning, know their targets and know what to do to improve.
- Relationships between pupils and teachers are a strength of the school's work. Pupils are confident to ask questions and offer contributions in lessons. This is because they know that Coleman Primary School is a safe place in which to learn. One pupil told inspectors, 'I don't mind making mistakes because I can learn from them.'
- Teachers' planning is consistent across classes. It demonstrates secure subject knowledge and identifies different activities to address the different needs and abilities of pupils, and ensures there is equality of opportunity for all pupils.
- Teachers use questions effectively to reinforce learning and clarify misconceptions. The most effective questioning makes pupils think deeply about their learning and helps them to make links between the subjects they are studying.
- All pupils receive a clear learning intention at the start of each lesson. This practice is consistent in all subjects and in all classes, reflecting the school's policy.
- Teachers addressed issues raised at the last inspection and, as a result, marking is now effective and consistent across all year groups and in all subjects. It provides pupils with a prompt for improvement that, in the main, accurately pinpoints the next step in learning. Pupils routinely respond. It is evident within books that this practice is secure, also in line with the whole-school policy.
- The teaching of phonics (the sounds that letters make) is highly effective and well organised. Pupils use their knowledge well to read and spell unfamiliar words. Less fluent readers are able to apply their skills well to unknown texts.
- The teaching of writing has strengthened since the last inspection. Quality texts are used as a stimulus for writing, alongside a breadth of opportunities to write across a range of subject areas. Work seen in books indicates an effective approach to the teaching of writing that is consistent across the school and that supports improving outcomes.
- The lack of a consistent handwriting style across the school has an impact on the quality of presentation seen in books.
- The teaching of mathematics is effective. Work sampled demonstrates that pupils are making good gains in their mathematical fluency and arithmetic skills, and are provided with appropriate levels of challenge. However, opportunities for pupils to apply their skills and reason about their learning across a range of subjects are not yet consistent across all classes nor in line with school expectation.
- Teaching assistants working within classes provide effective and timely support to meet the learning needs of all pupils. They deliver a raft of intervention programmes with much success.
- Homework is given regularly and becomes increasingly demanding for older pupils. An online program provides additional opportunity for home study for those parents who wish their child to do more, although the impact of this has yet to be evaluated.
- Assessment is secure and is used well to inform planning and identify where additional support and intervention is required. Systems to ensure assessment information is accurate are effective and include working alongside neighbouring schools to moderate judgements.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say they feel safe and happy in school. Lessons in personal and social development and a programme of assemblies support pupils' wider understanding.
- Pupils have a good understanding of bullying and all its forms. They know how important it is to tell an adult and are confident that the staff of the school will sort out any incidents swiftly and effectively.
- The school council enables all pupils to contribute to the life of the school and make decisions. It has been involved in developing behaviour systems within school and providing more equipment at playtime. They were most proud of the 'Golden Book' that records the names of pupils within the school who have demonstrated kindness and consideration of others.
- When asked, the majority of pupils knew the importance of exercise and eating healthily and were pleased with the number of sports clubs and competitions now on offer.

### Behaviour

- The behaviour of pupils is good. They are courteous to visitors and know the importance of good manners.
- Pupils respect the behaviour code of the school and demonstrate consistently good attitudes to learning and to each other. Any incidents of low-level disruption are rare and occur when lessons do not fully meet the needs and interests of pupils.
- Playtimes are well supported by the behaviour mentor who is trusted by all pupils. The 'stop box' is used effectively to provide pupils with an opportunity to share their worries and concerns, and any issues are dealt with swiftly and effectively to the satisfaction of all pupils.
- Movement around the school is well organised, which means that, despite the distance between some of the classes and the playground, no time is wasted, lessons start on time and pupils are ready for learning.
- The presentation of pupils' work is variable across the school. The lack of a consistent handwriting style contributes to this and can detract from the quality of learning undertaken.
- Attendance is improving and is currently above average. Systems to monitor the absence of pupils are effective and links to external agencies are well established and support the process. Fixed-term notices are given to parents whose child's attendance is a cause for concern. Detailed records support this process and are crucial in managing the turbulence caused as a result of high levels of pupil mobility.

## Outcomes for pupils are good

- Leaders have rightly focused upon raising attainment and accelerating progress for individual pupils and groups of pupils, particularly in writing. As a result, there has been year-on-year improvement to outcomes, which are now broadly in line with national averages.
- Assessment information held by the school is detailed and accurate, as evidenced by work seen in books and from initial assessments. It indicates that pupils are set to achieve the targets set for them, which would demonstrate at least good progress from their starting points.
- The most-able pupils make the same progress as others within the school and are given work that is planned to match their ability level. Additional challenge for this group of pupils is supplemented by the partner secondary school and local university.
- Disadvantaged pupils are well supported in school. From lower starting points on entry to school, they make accelerated progress to reach standards similar to those of others by the time they leave. This is the result of careful analysis of assessment information and effective deployment of teaching assistants to address the gaps in learning that exist when pupils first start school.
- Induction procedures for recently arrived pupils are well established and ensure that pupils settle quickly into school life and receive work that is well matched to their needs.
- Pupils heard to read demonstrated a love of reading and confidence in articulating preference. They know that reading helps their writing and vocabulary.
- Pupils with special educational needs or disability are effectively supported by staff. While the standards reached for this group of pupils are not as high as others within school, the detailed programmes of work enable this group to make the same good progress as their peers.

## The early years provision

is good

- The very recently appointed leader of the early years has great enthusiasm for her role and a deep understanding of the learning needs of very young children. Having been in post for only a short time, there is evidence that she is already effecting positive change and building upon the improvements already established and overseen by the deputy headteacher of the school.
- Children are very happy in their environment and their behaviour is good. Adults are good role models and build strong relationships; as a result, children play well together and are keen to talk about their learning.
- Activities within Nursery and Reception classes are linked to provide a meaningful context for learning and organised to meet the needs and interests of children.
- The outdoor space is well used and provides an extension of learning within the classroom.
- Early phonics teaching is effective and children are confident to use their knowledge of letters and their sounds to spell and read unfamiliar words.
- Teaching assistants are effective in ensuring that all children are safe within school and supported in their learning. However, their questioning does not consistently probe children's thinking and lead to further enquiry following children's interests.
- Children enter with skills below those typical for their age, particularly in speaking English and their personal and social development. This is because the vast majority of children are new to the UK, with limited or no English, and a rising number with no pre-school experience. A nurture group provides effective support to enable children to develop the necessary skills to function in the classroom. As a result, children settle swiftly and learn to play alongside their peers.
- By the time children leave the early years, they have made at least expected progress. While fewer than found nationally reach the early years development goals, their progress from their starting points is good.

## School details

<b>Unique reference number</b>	120095
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10001843

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	701
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Abdishakur Tarah
<b>Headteacher</b>	Nigel Bruen
<b>Telephone number</b>	01162 490109
<b>Website</b>	<a href="http://www.colemanprimary.co.uk">www.colemanprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@coleman.leicester.sch.uk">office@coleman.leicester.sch.uk</a>
<b>Date of previous inspection</b>	30–31 October 2013

## Information about this school

- Coleman Primary School is larger than the average-sized primary school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of disadvantaged pupils eligible for extra funding through the pupil premium is below the national average.
- The proportion of pupils who have special educational needs or disability is in line with the national average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is below the national average.

## Information about this inspection

- The inspection team observed pupils' learning in 24 lessons and part lessons, several of which were joint observations with the senior leaders of the school.
- In addition, the inspection team looked at examples of pupils' work and listened to pupils read.
- Inspectors met with groups of pupils, the headteacher, senior leaders, members of the governing body and representatives of the local authority.
- The inspection team took account of 22 responses to the online questionnaire, Parent View, in addition to the school's own consultation outcomes and discussions with parents.
- The inspection team examined the school's own information on pupils' recent and current progress; the school's evaluation of how well it is doing and its records of monitoring the quality of teaching; records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Diane Buckle, lead inspector	Ofsted Inspector
Karen Lewis	Ofsted Inspector
John Wayland	Ofsted Inspector
Christine Lethbridge	Ofsted Inspector



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