

Potters Green Primary School

Ringwood Highway, Coventry, West Midlands CV2 2GF

Inspection dates	4–5 May 2016
Overall effectiveness	Good
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	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the headteacher, deputy and assistant headteacher, working alongside a highly effective improvement consultant, have introduced significant changes which have impacted positively on the quality of teaching.
- Standards of attainment across the school are rising. In Year 6 in 2015, standards improved greatly on those in 2014 and were above average in writing and broadly average in reading. All groups of pupils make consistently good progress in reading and writing.
- Pupils' good progress is due to good teaching. New arrangements to check how well pupils are learning are robust. Teachers use this information effectively to set work based on pupils' varying needs.
- Governors know the school well, are aware of the strengths and areas for development and successfully hold the headteacher to account for the progress that pupils make.
- Children make an excellent start to learning in the early years. Highly effective teaching and support ensure that children make rapid gains in their skills and knowledge from starting points that are typically lower than expected.
- The provision for pupils' personal development and welfare is outstanding. Teachers and governors have received the appropriate safeguarding training and arrangements to keep pupils safe in school are highly effective.

It is not yet an outstanding school because

- Although outcomes in mathematics are improving, the lower- and middle-attaining pupils do not make consistently good progress. Sometimes, teachers do not intervene early enough in lessons to redirect learning when pupils do not fully understand.
- Pupils do not respond to the marking of their work in mathematics to learn from their mistakes and to improve their work.
- Opportunities for pupils to use and apply their English and mathematics skills in other subjects of the curriculum are inconsistent across the school.

Full report

What does the school need to do to improve further?

- Improve the progress that the lower- and middle-attaining pupils make in mathematics so that it is consistently good by ensuring that:
 - teachers respond quickly in lessons to redirect learning when pupils do not understand
 - pupils respond to teachers' marking in order to learn from their mistakes and secure rapid improvement.
- Ensure that pupils in all year groups are consistently provided with opportunities to use and apply their English and mathematics skills across other subjects in the curriculum.

Inspection judgements

Effectiveness of leadership and management is good

- Together, the headteacher, deputy and assistant headteacher make up a strong team. They have worked extremely effectively to introduce the changes needed which have impacted successfully on strengthening the quality of education on offer. As a result of improvements, including to teaching, pupils now achieve well, attend regularly and standards across the school are rising.
- Carefully planned arrangements to welcome and settle new staff, led by the deputy headteacher, have ensured that the 11 new teachers appointed since the last inspection have quickly reached the school's high expectations and teaching standards.
- Senior leaders have worked diligently with an external consultant, commissioned through the local authority, to develop a clear, concise and robust approach to checking the quality of teaching and pupils' outcomes, which is now 'light touch'. Training for staff has focused successfully on individual areas of need, identified through this careful and structured approach.
- A new system for assessing pupils' skills, knowledge and progress, managed by the assistant headteacher, enables staff to set work which is at the right level to move pupils' learning on at an accelerated rate. School information shows, and inspection evidence confirms, that there is great improvement in the progress that pupils are making in all year groups.
- The curriculum is broad and balanced. It effectively supports pupils' personal development, including their spiritual, moral, social and cultural understanding. It promotes British values through, for example, visits to temples of different faiths. Recent reluctance from a small minority of parents to allow pupils to take part in a school visit has been tackled by leaders constructively, providing additional work in school to look at the similarities and differences between cultures. This has resulted in greater understanding of the importance of mutual respect and tolerance, which in turn ensures that pupils are better able to understand the root cause of radicalisation. This helps to prepare them well for life in modern Britain.
- The curriculum provides a wide range of subjects to be studied and a good range of additional activities. Work seen in pupils' topic books is generally of a high standard. Although there is an appropriate focus on the development of good literacy and mathematical skills, pupils are not consistently provided with good opportunities across the year groups to use and apply these skills in their learning.
- The money provided to the school to support the development of sport is used effectively to provide staff training and improve teachers' skills. Additional after-school and lunchtime clubs, such as football, cricket, dance, homework, cooking and a book club, have been established. There are now about half as many more pupils taking part in these clubs than previously. A sports coach, appointed by the school, organises sports programmes aimed at improving pupils' muscular strength and endurance. There has been an improvement in the fitness levels of pupils as a result.
- The school has also increased its preparation for, and participation in, competitions and tournaments. In swimming, for example, the most able swimmers attend a weekly training session at the local secondary school's pool. Swim stroke techniques have improved and the result has been that these pupils were runners-up in the Coventry Schools' Swimming Gala last year. The school also makes very effective use of its outdoor swimming pool so that all pupils have learned to swim by the time they leave Year 6.
- Funding provided to the school to support disadvantaged pupils is used effectively and the progress pupils are making from their starting points is good. Previous gaps in attainment between these and other pupils in the school and nationally are closing quickly.
- The funding to support pupils who have special educational needs or disability is also used effectively. Pupils are supported by additional adults effectively so that they can be taught in the classroom alongside their peers. As a result, the progress that these pupils make from their starting points is good.
- The behaviour of the pupils is monitored closely and records are kept of reported incidents. The school's behaviour policy is fully understood and pupils know what constitutes poor behaviour. They say that teachers intervene quickly and good behaviour is maintained. Staff receive regular training on how to keep pupils safe. They know what to do if they have any concerns and swift action is taken to ensure that pupils are protected from bullying, radicalisation or extremism.
- The majority of parents who met inspectors at the start of the school day and who responded to Ofsted's online questionnaire, Parent View, feel that their children are safe in school and that their behaviour is well managed.

■ The governance of the school

- Governors have worked closely with senior leaders and a local authority consultant to improve their knowledge and understanding of the school's performance and to impact positively on the quality of teaching and outcomes for pupils. As a result, they are clear about how well the school is doing and what needs to be done next in order to improve even further.
 - Governors regularly visit the school to meet with pupils and subject leaders to discuss the progress that is being made. They play an active role in the day-to-day events of the school, such as judging the Easter bonnet parade and accompanying pupils as part of the walking bus.
 - Governors ensure that there are clear links between teachers' performance and pay. They have attended training and are now in a better position to ask challenging questions at meetings in order to hold the headteacher to account for pupils' progress.
 - Governors speak knowledgeably about the impact of funding received by the school to support the development of sport. They know that the pupil premium funding is having a positive impact on improving the achievement of disadvantaged pupils.
- The arrangements for safeguarding are effective. There is a clear system in place to report concerns, and the staff responsible for keeping pupils safe from harm are extremely effective. This is a real strength of the school.

Quality of teaching, learning and assessment is good

- There has been a significant change in teaching staff since the last inspection. Leaders have focused strongly on strengthening the quality of teaching. Successful induction procedures for new staff have made clear the school's high expectations of teachers. As a result, the quality of teaching has improved and pupils are now making good progress over time.
- Strong relationships between staff and pupils make a real contribution to the progress pupils are making in their learning. From a very young age, children are taught how to be resilient and where they are well challenged in their learning, they know how to persevere. Most pupils are eager to learn.
- The school has developed a new approach to assessing pupils' skills and knowledge, which is led very successfully by the assistant headteacher. As a result, staff at all levels fully understand the revised approach. Information about pupils' progress is collected regularly and reviewed swiftly in order to identify pupils' next steps in learning and to set work which is well planned to accelerate their progress even further. For example, staff are acutely aware of the progress of disadvantaged pupils. Their assessment information accurately determines their next steps in learning and, as a result, disadvantaged pupils are catching up quickly with their peers.
- Teachers' subject knowledge is strong. They use this well to ensure that activities in lessons are planned to reflect pupils' varying learning needs and abilities. Both teachers and teaching assistants usually ask searching questions to involve pupils in their learning, to check what they understand and to address any misconceptions or errors in work. They use pupils' answers to challenge and deepen pupils' learning, including the most able pupils. However, occasionally, teachers do not intervene early enough in lessons to adapt and redirect pupils' learning to aid pupils' understanding. For a few pupils, this can result in a loss of their concentration. Consequently, valuable learning time is sometimes lost.
- An analysis of pupils' work shows that the school's policy for marking is adhered to and is supporting good learning. This is particularly evident in writing and reflects, for example, in the much-improved standards reached in spelling, punctuation and grammar in Year 6 in 2015. Most pupils respond appropriately to the advice given to them, and learn from their mistakes in order to strengthen their work. In mathematics, however, these good practices are not consistently evident across the year groups. This sometimes hinders pupils' progress, especially that of lower- and middle-attaining pupils.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils respond carefully in celebration assemblies, listening and responding well to the idea of never giving up, no matter how difficult something becomes.

- Nurture groups, led by learning mentors, support pupils' physical and emotional well-being by developing their team-building and basic speech and language skills. Organised outdoor learning activities, for example through forest schools, provide many opportunities for pupils to learn to work together successfully through inspirational activities, such as building an adventure play area for squirrels in the wildlife area.
- The school's lead mentor is particularly effective in ensuring that vulnerable pupils and their families receive the appropriate level of support. The arrangements for reporting any concerns regarding pupils' welfare are extremely robust. Subsequent action often involves a number of different agencies working together to ensure that pupils are kept safe from harm and able to attend school regularly in order to learn.
- The impact of this work is seen in the classroom where pupils, including pupils who have special educational needs or disability and those who are disadvantaged, work together well and tackle their work confidently.
- Pupils say that they know how to keep themselves safe. They say that bullying of any type is rare and that, if it does happen, they know whom to go to and that it is dealt with immediately.
- Parents who replied to Parent View and who spoke with inspectors at the start of the school day overwhelmingly agree that their children are safe and happy in school.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves extremely well around the school, holding doors open for visitors and each other. They play together well during breaktimes, are polite and courteous and they treat each other with respect.
- In some lessons, where the activity is not adjusted quickly enough to meet their needs, the attention of a few pupils is sometimes lost. They can become restless and lose their focus. This impacts on the progress that they are able to make.
- In the past, attendance has been much lower than the national average. The school has worked tirelessly, alongside the local authority's attendance officer, to encourage better attendance. Weekly, half-termly and termly incentives have proved very popular with the pupils. Where pupils are persistently absent, the lead learning mentor and the local authority's attendance officer carry out home visits to ensure that parents get their children into school more often. As a result, attendance is improving at an accelerated rate and is now close to the national average.

Outcomes for pupils

are good

- Since the previous inspection, inconsistencies in the quality of teaching between Years 1 and 6 have been tackled successfully. As a result of good teaching, pupils are now making good progress in reading, writing and mathematics, and standards across the school are rising.
- After children's rapid start in the early years, pupils now make good progress in key stage 1. In reading for example, since 2013, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check has risen and for the last two years has been above average. Inspection evidence shows that this trend of improvement is set to continue.
- Currently, in key stage 1, the proportion of pupils on track to reach age-related expectations in reading and writing is rapidly improving. Most pupils are now working at levels similar to those expected for their age and this represents good progress from their previously lower starting points.
- Pupils now make good progress in key stage 2, particularly in reading and writing. In Year 6 in 2015, standards in reading and spelling, punctuation and grammar improved a lot and were average. Standards in writing remained above average. However, in mathematics, although standards also greatly improved, they remained below average. Although an above-average proportion of pupils made the expected rate of progress in mathematics, too few did better than this. This reflected the slower progress for some lower- and middle-attaining pupils from their previous starting points. Inspection evidence, along with the school's own assessment information, indicates that, across the school, these pupils are making at least expected progress in mathematics, but progress is not consistently good.
- The most able pupils make good progress and attain standards that are broadly in line with similar pupils nationally. Challenging work is set for these pupils.

- At the end of key stage 2, the progress made by disadvantaged pupils has varied over time. However, gaps in attainment between these pupils and others in school and nationally are closing rapidly. Leadership has had a good impact on improving the achievement of disadvantaged pupils across the school. There is swift identification of disadvantaged pupils who might not be making enough progress. Effective support is quickly put in place to strengthen their progress.
- Pupils who have special educational needs or disability are making good progress. Regular meetings, that consider pupils' progress, identify pupils' precise next steps for learning. Teachers skilfully identify pupils needing additional help and enlist the support of the special educational needs coordinators, so support is quickly put in place.

Early years provision

is outstanding

- Typically, children enter Nursery with levels of skills, knowledge and understanding which are below, and often significantly below, those for their age. Children are exceptionally well supported and make substantial and sustained progress from their varying starting points. The proportion of children attaining a good level of development at the end of the Reception Year in 2015 rose significantly and was broadly in line with the national average. The school's own assessments predict that a similar proportion of children in the current Reception Year are also on track to reach a good level of development. As a result, children are well prepared to enter Year 1.
- Children quickly develop the skills they need to be successful learners. Their attitudes to learning are outstanding. They behave very well, respond positively to the adults around them and are kind to one another. Children's strong social and emotional development, along with the rapid improvements in their academic skills, prepares them very well for learning in Year 1.
- The early years leader and her staff are highly ambitious for the children. A rigorous programme of activities is undertaken to check how well children are learning and to ensure that the quality of provision is consistently very high.
- Teaching is highly effective. Assessment information is used accurately and precisely to ensure that activities are meticulously planned, and designed to meet children's varying needs and to appeal to the children's interests. This helps to ensure that all groups of children achieve equally well and any gaps in achievement, such as those previously evident between disadvantaged children and others, are closing rapidly.
- Learning is fun and highly stimulating and, as a result, inspires and challenges the children. Opportunities to solve problems at an early age equip children extremely well for their future learning. For example, children worked well in groups to create a bridge which could be used in their role-play area around the story of the Billy Goats Gruff.
- Teachers use a range of highly effective strategies to involve parents in their child's learning. For example, parents are invited into phonics workshops. Staff send home records of children's achievements from their work in school, known as a learning journal. Parents are encouraged to add comments to their child's journal and to discuss their progress.
- Children are kept extremely safe by staff and all safeguarding requirements are met.

School details

Unique reference number	103659
Local authority	Coventry
Inspection number	10012385

This inspection 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	329
Appropriate authority	The governing body
Chair	Lianne Reader
Headteacher/Principal/Teacher in charge	Paul Ryan
Telephone number	02476 613670
Website	www.pottersgreen.coventry.sch.uk
Email address	admin@pottersgreen.org.uk
Date of previous inspection	5–6 June 2014

Information about this school

- Potters Green Primary is larger in size than most primary schools.
- Since the last inspection the school has appointed 11 new teaching staff.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is higher than the national average.
- The large majority of pupils are White British. The proportion of pupils whose first language is not believed to be English is lower than the national average.
- The proportion of pupils who have special educational needs or disability is lower than in most other schools.
- 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 school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed 21 lessons, three of which were joint observations with the headteacher, deputy headteacher and assistant headteacher. They carried out a number of walks around the school. Inspectors observed pupils on entry to the school, at breaktime, lunchtime and around the school building.
- Inspectors considered a range of school documentation with the headteacher, the deputy headteacher and the assistant headteacher. This included the school's self-evaluation, the school development plan, a range of the school's internal assessments of pupils' attainment and progress, and minutes of the governing body meetings. In addition, the inspectors reviewed samples of pupils' work in English and mathematics, together with a range of other subjects, from each of the year groups.
- Meetings were held with the chair of the governing body, senior members of staff and a group of pupils. Inspectors also spoke with a local authority consultant and a local authority attendance officer.
- Inspectors took account of the 20 responses to, Parent View, met with parents at the start of the school day, and considered 22 questionnaires completed by staff.

Inspection team

Graeme Burgess, lead inspector	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector
Richard Kentish	Ofsted Inspector

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