

Inspection of a good school: Courthouse Green Primary School

Sewall Highway, Coventry, West Midlands CV6 7JJ

Inspection dates: 18–19 February 2020

Outcome

Courthouse Green Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Pupils are happy and thrive at Courthouse Green because adults have the highest expectations. The school's core values underpin all aspects of school life: acting with kindness, working with pride, being resilient, being responsible, working collaboratively and striving to improve. Pupils live and breathe these values, as demonstrated by their excellent behaviour and attitudes to learning. In lessons, pupils try their hardest. They quickly develop their skills and confidence because teachers make sure that they learn and remember key knowledge and vocabulary. As a result, pupils are really well prepared for the next stage of their education.

Pupils are extremely polite and respectful towards others. If anyone is unkind, they are encouraged to reflect on how they might have hurt someone with their words or actions. They write a letter to apologise and make friends.

Pupils feel safe and parents and carers agree. Bullying happens very rarely because pupils know it is wrong to be unkind. Each class has a chant that reminds them of the school's core values. Pupils sang with pride in assembly, 'Anyone can join in our games, we are a team, we're all the same!'

What does the school do well and what does it need to do better?

The headteacher's clear vision is for all pupils to receive the best possible education. All staff sign up to this. The school's core values thread through every aspect of school life, including the curriculum, assemblies and lessons. Pupils know that they are asked 'to do their best to be their best', and they do.

Pupils achieve very well across the curriculum. Teachers teach the knowledge and skills pupils need in the right order at the right time.

In each subject, the curriculum builds on what pupils have learned before. Subject leaders share their expertise with teachers. This is so that they can teach each subject with confidence.

Learning is exciting and well planned. Teachers encourage pupils to make links between different subjects. For example, in history, geography and science, pupils confidently explained the links between their study of biomes and the impact of humans on climate change. They have an excellent grasp of concepts and key words. This shows that pupils are very well prepared for the next stage of their education.

Pupils with special educational needs and/or disabilities (SEND) make strong progress in mainstream classes and in the specialist resource unit. Teachers skilfully adapt the curriculum to address pupils' needs. They have high expectations of what all pupils can achieve. All pupils experience the rich, broad curriculum, regardless of any barriers to learning.

Children make a strong start in early years. Many children start school with language skills well below those expected for their age. In Nursery and Reception, adults encourage children to talk as much as possible by asking questions, singing songs and reading stories. Children's vocabulary grows each day. By the end of Reception, children who were behind have caught up with their peers. Well-established routines help children to settle quickly. They develop good learning habits ready for Year 1.

Reading is the number one priority here. Pupils of all ages love reading. In Reception, children learn to read quickly. If any child is falling behind, they receive extra support to help them catch up and keep up. Older pupils read together in class every day and talk excitedly about their favourite books and authors. Pupils enjoy the high-quality whole-class reading books. These link to their learning in other subjects. Older pupils listen to younger pupils read.

Leaders make sure that pupils' personal development and well-being are seen as just as important as their academic success. All pupils benefit from carefully tailored support when they need it. Pupils take part in lots of activities such as sports, arts, music and drama. All pupils complete activities on the '11 before 11' list. These include challenges such as camping out and performing in front of an audience. It is easy to see how pupils grow to become confident, resilient and responsible. They are ambitious and take pride in what they do.

All staff feel valued. Teachers know that leaders support them by keeping their workload to a reasonable level. The staff well-being group supports this. Parents say that they know teachers and other staff 'go the extra mile' to help their children. Leaders offer lots of opportunities for parents to visit and join in activities with their children.

Governors share leaders' vision and ambition. They make sure that staff receive support to be the best they can be. Governors support the 'retain, sustain and grow' approach to performance management.

Safeguarding

The arrangements for safeguarding are effective.

Pupils are safe in this school because leaders make sure that no stone is unturned when it comes to safeguarding. Leaders keep a very close eye on any pupils they have concerns about to make sure that they are receiving the right support at the right time. The impact of support is evaluated rigorously. If it is not working, it is changed quickly. The designated safeguarding lead (DSL) works closely with mentors and welfare staff as part of a well-coordinated intervention team.

Staff receive regular training and updates in safeguarding. They report their concerns through an online system. Leaders follow up on these concerns, making referrals when necessary. For many pupils and their families, support is available in school to help them overcome any challenges. Many parents told us that this helps them enormously.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Courthouse Green Primary School, to be good in June 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144064
Local authority	Coventry
Inspection number	10122532
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	704
Appropriate authority	Board of trustees
Chair of trust	Carmen Hibbert
Headteacher	Sarah Malam
Website	www.courthousegreen.org/
Date of previous inspection	Not previously inspected

Information about this school

- Courthouse Green Primary School converted to become an academy on 1 April 2017 as the founding academy of Triumph Multi Academy Trust (MAT).

Information about this inspection

- Before the inspection, I reviewed documents on the school's website, as well as published assessment information. I spoke to the headteacher on the telephone about curriculum plans and the context of the school.
- An inspector spoke to parents as they dropped their children off at school. We considered 33 responses to Parent View, including 22 free-text responses.
- We spoke to pupils in lessons and at breaks and lunchtimes about behaviour and bullying, life at school and how they are taught to keep themselves safe. There were no responses to the pupil survey, but we met with pupils to discuss how the school supports their personal development.
- A meeting was held with the special educational needs coordinator (SENCo) to discuss how pupils' needs are identified and addressed.

- I spoke to teachers about the curriculum, their workload and pupils' behaviour. We also considered 22 responses to the staff survey.
- I met with representatives of the local governing body. I also met with a director of the Triumph Multi Academy Trust and I spoke to a representative of the local authority on the telephone.
- I discussed safeguarding procedures and practice with the headteacher and the DSL. Pre-employment checks on staff were reviewed. Records of safeguarding concerns and case files were reviewed. We spoke to members of staff and pupils about safeguarding throughout the day.
- As part of this inspection, we looked in detail at early reading, mathematics and personal, social, health and economic (PSHE) education. For each subject, we met with subject leaders, visited lessons (including phonics sessions), looked at pupils' work and met with teachers and pupils.

Inspection team

Jane Spilsbury, lead inspector

Her Majesty's Inspector

Derek Barnes

Ofsted Inspector

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