

# Inspection of a good school: Coundon Court

Northbrook Road, Coventry, West Midlands CV6 2AJ

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Inspection dates: 30 November and 1 December 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

This is a large school where pupils are well cared for. Staff build positive relationships with pupils so that they feel happy and safe. Leaders are keen to ensure that all pupils receive the right academic and personal support so that they can be successful.

The majority of pupils behave well. In most lessons, pupils are attentive and engage positively with their learning. However, on a few occasions, low-level disruption can disturb some lessons. Pupils say that bullying does sometimes happen, but staff deal with this quickly. Leaders have recently appointed anti-bullying ambassadors and have worked closely with pupils to put together an anti-bullying charter.

Over the last year, leaders have made improvements to the curriculum. This has started to make a difference to what pupils know and remember. However, there are areas of the curriculum that still require further work.

Pupils experience a broad range of extra-curricular activities. Many pupils, particularly in Year 7, take part in clubs, such as learning Chinese and 'Vex Robot Wars'. There are also several sports clubs that pupils attend, including badminton, rugby and football.

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

The interim headteachers have identified the strengths of the school and areas that need to improve. They have begun to make changes to the curriculum which have proved successful. Some of this work is still at an early stage and there is still more work to do.

In many subjects, the curriculum is well planned. Leaders have carefully considered the order in which topics are taught and how this helps pupils to build on what they already know. For example, in mathematics, design and technology and art, topics are sequenced

logically to help pupils make connections in their learning. Pupils also revisit topics each year to deepen their understanding. Pupils have a clear sense of what they are learning and how this links to previous knowledge. Leaders have begun to develop the modern foreign languages curriculum in Year 7 so that pupils can gain a secure understanding of grammar and vocabulary. This work has not yet been replicated in other year groups.

In computing, the curriculum at key stage 3 is not well planned or sequenced. Pupils struggle to understand what they are learning, and they described their lessons to inspectors as 'random and disconnected'. In some subjects, the curriculum for lower ability pupils and for some with special educational needs and/or disabilities (SEND) is not carefully planned or challenging. These pupils struggle to make sense of what they are learning, and therefore progress is more limited.

Teachers have strong subject knowledge. Most teachers check pupils' knowledge and understanding effectively. Teachers use questions at the start of lessons to see what pupils can remember. This is particularly effective in the sixth form. They also use 'low stakes' quizzes at various points to help pupils become more secure in what they know. However, some teachers do not carefully check pupils' understanding or address errors or misconceptions quickly. This can allow gaps in knowledge to persist.

Leaders conduct regular reviews of behaviour. They carefully track behaviour logs to identify patterns or trends. However, in some lessons, teachers do not tackle low-level disruption effectively. This can have a negative impact on pupils' experiences of a subject and the progress they make.

Leaders have put in place a well-planned personal development curriculum. Topics are delivered in an age-appropriate way for all year groups, including in the sixth form. Leaders have identified carefully a half-termly focus for each year group which is supported by activities in form time. On personal development days, pupils learn about topics such as healthy relationships, grooming and consent. Leaders regularly survey pupils after each topic to help shape future sessions and provide further support. Pupils receive regular advice and guidance about future careers. Leaders work closely with universities and other colleges in the local area to ensure that pupils are aware of the different pathways available to them. Leaders encourage pupils to be involved in the wider community. Pupils participate in fundraising and charity events, including making donations to recently arrived refugees. In addition, pupils helped to raise money to fund a defibrillator following an incident in the local community.

Leaders provide time for subject teachers to meet regularly to evaluate the curriculum and share their expertise. Staff are positive about how the interim headteachers consider their workload.

In discussion with the interim co-headteachers, the inspectors agreed that computing, languages and pupil setting may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have a strong understanding of safeguarding. They ensure that pupils at risk of harm get help and support in a timely way. Staff receive regular training on safeguarding, including on topics such as peer-on-peer abuse. Staff are clear about what they should do if they have a concern about a child. Leaders work closely with outside agencies, including the police, to help identify emerging needs in the community. This information is used to help shape training delivered to staff and the personal development sessions delivered to pupils.

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

### **(Information for the school and appropriate authority)**

- Not all pupils study an ambitious curriculum. Lower ability pupils and some pupils with SEND do not experience a carefully planned and challenging curriculum. This means that their progress in some subjects can be more limited. Leaders should ensure the curriculum meets the learning needs of all pupils so that they can make the progress of which they are capable.
- The school does not deliver a well-sequenced or taught computing curriculum at key stage 3. As a result, pupils struggle to make sense of what they are learning and build on what they already know. Leaders should ensure that the computing curriculum at key stage 3 is planned and delivered effectively.
- Some teachers do not check knowledge and understanding effectively. This means that they do not pick up on pupils' errors and misconceptions quickly. Leaders should ensure that teachers consistently check learning so that pupils are secure in what they know and remember.
- Some teachers do not challenge low-level disruption effectively. This means that, in some lessons, poor behaviour can persist, and learning is disturbed. Leaders should ensure that all teachers follow the school's behaviour policy consistently so that there is a positive climate for learning in all lessons.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in November 2016.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	138023
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10200403
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1801
<b>Of which, number on roll in the sixth form</b>	207
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Joanne Doyle
<b>Interim Headteachers</b>	Samuel Mohomed and Daniel Clarkson
<b>Website</b>	<a href="http://www.coundoncourt.org">www.coundoncourt.org</a>
<b>Dates of previous inspection</b>	22 and 23 November 2016, under section 5 of the Education Act 2005

## Information about this school

- The school has two interim headteachers, who were appointed in September 2020.
- The school uses three registered alternative provisions.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors focused on the following subjects: mathematics, science, modern foreign languages and computing. Inspectors examined leaders' plans, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught.

- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school website was also checked.
- Inspectors talked to staff and leaders about safeguarding arrangements. They examined how leaders make employment checks on staff and scrutinised further safeguarding records. They also asked how incidents reported by pupils are recorded and analysed.
- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with the trustees, interim headteachers, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, and free-text comments.

### **Inspection team**

Mark Howes, lead inspector

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Alexander Laney

Her Majesty's Inspector

Natasha Lloyd

Ofsted Inspector

Claire Price

Her Majesty's Inspector

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