

# Inspection of Coleman Primary School

Gwendolen Road, Leicester, Leicestershire LE5 5FS

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Inspection dates: 28 and 29 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Coleman Primary School is a welcoming school. Leaders are ambitious for the pupils at this school to do well. They have made positive improvements to reading and the development of the curriculum.

Pupils are polite and well mannered. There is a calm and purposeful atmosphere in the school. Pupils behave well in lessons. Pupils want to learn and focus well. However, at lunchtimes, the behaviour of some pupils concerns others. Pupils report incidents of bullying. They are usually dealt with quickly, but some pupils feel that their concerns are not always fully resolved. Most pupils say that they feel safe in school.

The school is inclusive. Pupils who are new to the country soon settle in. They told the inspectors that they make many friends straight away. Teachers focus on developing pupils' vocabulary and spoken English as soon as they join the school.

Pupils are proud of how they have developed their 'character muscles'. These help them to learn different skills, such as working independently and being resilient. Leaders give pupils opportunities to learn how to be responsible citizens by taking on roles such as school councillors. Leaders have reintroduced school trips recently. Pupils value these experiences, such as visits to the park and choir festivals.

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

The school's curriculum broadly matches the ambition of the national curriculum. Leaders have set out what knowledge they want pupils to know through 'knowledge organisers'. There are broad outlines of how this progresses across the school. In some subjects, planning lacks precision and detail. As a result, the curriculum is at different stages of development depending upon the subject. Assessment of some subjects is still being developed.

Since the previous inspection, leaders have introduced a new phonics scheme. Staff adopt a systematic approach to the teaching of phonics. Leaders have worked hard to train all staff in delivering consistent phonics teaching. They ensure pupils read books that represent life in today's modern world. Pupils have positive attitudes toward reading. Some pupils talk about the high-quality books that they use in class. Leaders have tried to ensure that the books the pupils read match the sounds they are learning. However, some pupils struggle to decode the words in the books. This means that some pupils do not read as fluently as they should. Pupils who find reading difficult receive support so that they can catch up quickly.

Staff ensure that pupils with special educational needs and/or disabilities (SEND) are supported to access the same curriculum as others. Leaders also focus on these pupils' social and behavioural needs. Staff provide pupils with the additional help that they need. Most pupils with SEND are supported well to achieve their individual targets or to learn well across the subjects.

Children in the early years are happy and feel safe. The learning environment has clearly defined learning areas. However, these do not always support the current learning. Opportunities for children to extend their knowledge during independent learning activities are limited. Leaders' thinking about the early years curriculum is developing. They have not fully considered what knowledge children need to acquire through the continuous provision.

Pupils are respectful and behave well in lessons. They can learn without distraction. However, the approaches to managing behaviour are inconsistent during lunchtimes and are not yet having the impact that leaders desire. A small number of pupils told inspectors that some pupils use derogatory language. The curriculum promotes inclusivity. Most pupils understand and show an appreciation of difference. However, leaders must take further action to ensure that all pupils understand the implications of the language they choose to use.

Pupils learn the importance of keeping themselves healthy and safe. They know how to keep themselves safe, including online. They learn from assemblies about British values and diversity. Pupils learn about different religions and faiths. Some pupils benefit from a small number of after-school clubs. Pupils say they would like more. Pupils who speak English as an additional language soon develop an understanding of English through targeted support.

Attendance for some pupils is low. Some pupils are regularly absent from school. Leaders know there is more work to be done to improve this.

Governors fulfil their statutory responsibilities. They have a determination that school improvements will be made with urgency. They care about staff's well-being and workload. Staff value the support they receive from leaders and governors.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff receive regular training on safeguarding. They are aware of their responsibilities. There are systems in place to identify, report and record any concerns. Staff have a good understanding of the risks that pupils face in the local area.

Governors and leaders ensure that safer recruitment procedures are followed to make sure that only appropriate adults work with children.

Pupils learn to keep themselves safe. For example, they learn about stranger danger and how to stay safe when using the internet. Older pupils learn about the dangers of drug and alcohol abuse.

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

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

- Leaders have recently introduced a new programme to teach phonics. This programme is in the early stages of implementation. Some books are not always precisely matched to the sounds the pupils know. This means that some children cannot read as well as they should. Leaders should make sure that all pupils who are learning to read have access to books that match the phonics knowledge learned in class.
- In the foundation subjects, there are no consistent approaches to assessing what pupils know. This means that leaders are not clear about what knowledge pupils have and what they need to learn next. Leaders should ensure that there are effective assessment systems in place to identify clear next steps for pupils in their learning.
- Independent activities for children in the early years do not support them to know and remember more in all areas of learning. This means that children do not receive a curriculum that will help them to be well prepared for their next stage in education. Leaders should ensure that independent activities in the early years help children know more of the school's curriculum.
- A few pupils show disrespect to their peers, and some pupils do not think that incidents of bullying are dealt with effectively by staff. Leaders need to support staff in managing incidents more effectively so that pupils' behaviour and attitudes continue to improve.
- The proportion of pupils who are regularly absent from school is too high, particularly disadvantaged pupils and those with SEND. Leaders should continue their work to reduce this so that the systems in place to help all pupils attend as well as they can are successful.

## 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>	120095
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10227254
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	650
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Bijal Stapleford
<b>Headteacher</b>	Nigel Bruen
<b>Website</b>	<a href="http://www.colemanprimary.co.uk/">www.colemanprimary.co.uk/</a>
<b>Date of previous inspection</b>	25 and 26 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, the deputy headteacher and a range of staff.
- The lead inspector also met with members of the local governing body, including the chair of the governing body. The lead inspector spoke with a representative from the local authority.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors reviewed school policies, procedures and records. The inspectors met with the designated safeguarding lead and spoke with staff, governors and pupils about the school's approach to keeping pupils safe.

- The inspectors carried out deep dives in early reading, mathematics, geography, science and design and technology. For each deep dive, the inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. The inspectors visited lessons and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff survey.

### **Inspection team**

Kirsty Norbury, lead inspector	Her Majesty's Inspector
Steve Tague	Ofsted Inspector
Paul Lowther	Ofsted Inspector
Luella Manssen	Ofsted Inspector

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