

# Inspection of Coads Green Primary School

Coads Green, Launceston, Cornwall PL15 7LY

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Inspection dates: 19 and 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Coads Green is a happy and thriving school. Leaders have created a warm and welcoming environment. They ensure that staff know pupils well. Pupils and staff are proud to be part of the school. Pupils value the interesting and varied curriculum, such as learning the Cornish language. Consequently, they enjoy attending school.

Staff have high expectations of pupils. They expect pupils to do their best. Pupils respond to this positively. As a result, their behaviour is exemplary, both in lessons and at social times. Pupils say that bullying is rare. They say people are kind to each other. They are confident that staff will resolve any issues that occur.

Leaders have devised a carefully considered personal development curriculum. This is the foundation for much of the school's work. Leaders place a strong emphasis on developing pupils' character. For example, pupils learn about resilience and perseverance through trips and residential. They understand the importance of teamwork through participating in sports tournaments.

Parents speak highly of the school. They appreciate the way staff care for pupils. One comment, typical of many, said, 'The staff make my child feel safe, happy and valued.'

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

Leaders have made great strides with the curriculum. They have constructed an ambitious curriculum that is rigorous and logically sequenced. However, leaders are not complacent. In conjunction with the trust, they continually check its impact and make changes as necessary. This ensures continual improvement.

The teaching of phonics is highly effective. Leaders have implemented a well-established and systematic approach to reading. They have ensured that staff are experts in helping pupils to read. As a result, they quickly spot any gaps in pupils' knowledge. Leaders waste no time in ensuring children learn to read in the early years. This means they quickly build on their decoding skills. By the end of Year 1, pupils are secure in their phonics knowledge and become fluent readers. The very small number of pupils who fall behind, catch up quickly.

Older pupils have a deep love for reading. Teachers read to pupils regularly. Pupils read widely and talk enthusiastically about their favourite authors. They make links between curriculum content and what they are reading. For example, pupils can explain how learning about the Second World War helps them to understand a fictional book set during the period.

Leaders have detailed the knowledge that pupils need to learn in all subjects. This ensures teachers are clear about what pupils need to know and by when. Leaders have created clear systems for teachers to check how much pupils remember.

However, the curriculum is less well developed in some areas in the early years. As a result, there are occasionally missed opportunities for children to learn even more.

The mathematics curriculum carefully builds on pupils' prior knowledge. However, while there is a consistency in approach, occasionally staff do not use precise enough vocabulary during lessons. This means some pupils do not always recall key mathematical terms well enough. This hinders their ability to solve more complex problems.

Leaders have created an inclusive culture where all pupils, including those with special education needs and/or disabilities (SEND), receive a broad and balanced curriculum. Well-trained staff identify pupils with SEND early. Teachers adapt the curriculum as necessary. This enables these pupils to learn the same curriculum as their peers.

Leaders promote pupils' understanding of cultural diversity through the curriculum. They use assemblies and visitors to complement this. Pupils understand how people are different and the importance of tolerance. Staff challenge pupils to become reflective in their work. For example, in music, pupils evaluate and improve their own performances. Pupils enjoy taking on leadership responsibilities, such as the school council.

Staff's morale is high. They feel the school has improved greatly in recent times while maintaining its ethos. As one staff member described it, 'The same Coads Green – but better!'

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure staff receive regular and relevant safeguarding training. As a result, staff know how to identify signs of concern. Leaders keep detailed records. They follow up on any concerns accordingly. They work with a variety of external agencies to ensure families get the support they need.

Leaders carry out appropriate employment checks on staff. Governors and the trust monitor these procedures diligently.

Through the curriculum, pupils learn how to keep themselves safe, both online and in the community.

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

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

- Curriculum thinking in some subjects is not as precise as it could be in identifying how the early years prepares pupils for Year 1. As a result, there are missed

opportunities for children to learn even more. Leaders need to ensure they sharpen curriculum thinking for all subjects in the early years in order to prepare pupils fully for Year 1.

- While the mathematics curriculum overall enables pupils to do well in mathematics, teaching does not always promote consistent use of mathematical vocabulary. This limits pupils' ability to deepen their knowledge further. Leaders need to ensure that mathematical vocabulary is consistently used and promoted so that pupils can tackle more complex problems.

## 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.

## 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>	145758
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10241446
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Tavener
<b>Headteacher</b>	Claire Bader
<b>Website</b>	<a href="http://www.coads-green.cornwall.sch.uk">www.coads-green.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Coads Green Primary School converted to become an academy school in July 2018. When its predecessor school, Coads Green Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school does not use any alternative providers.
- The school runs a pre-school for children aged three and four years old. The pre-school is part of class 1, which also contains children in Reception Year and key stage 1.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, groups of staff, members of the local governing body and senior leaders of the trust.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- The lead inspector listened to pupils in Years 1 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View, and took into consideration responses to the staff survey.
- There were too few pupils to grade the early years foundation stage separately.

### **Inspection team**

Jason Edge, lead inspector

His Majesty's Inspector

Martin Greenwood

Ofsted Inspector

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