

Inspection of Coundon Court

Northbrook Road, Coventry, West Midlands CV6 2AJ

Inspection dates: 28 and 29 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Sixth-form provision

Good

Previous inspection grade

Good

What is it like to attend this school?

The recently appointed headteacher and leadership team have high expectations for every pupil. They have begun to introduce positive changes at Coundon Court. For example, pupils now have a consistent experience in their lessons as teachers follow a shared lesson framework. However, pupils' learning, in different subject areas, is still too variable.

Pupils are safe at school. Leaders ensure that safeguarding is their top priority. Attendance is improving. However, leaders recognise there is still more work to be done to improve attendance and punctuality.

Staff have clear expectations about pupils' behaviour. However, some pupils fail to meet the high standards that leaders expect. Many lessons are calm and purposeful. However, too often some pupils misbehave and disrupt learning. The actions leaders have taken to improve behaviour are beginning to have a positive impact. Pupils who frequently misbehave receive sanctions. Although bullying and name-calling does occur, school staff deal with this well. This helps ensure that issues do not increase.

Pupils learn about healthy relationships and online safety as part of their personal development programme. Pupils and students in the sixth form receive useful guidance around their careers and the next stages of their education.

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

In the majority of subjects, leaders have considered the precise knowledge and skills that pupils need to develop to be successful. Clear teaching structures develop pupils' learning. This helps pupils to know more and remember more.

However, in a small number of subjects, this is not considered in enough detail. Therefore, in these subjects, not all pupils understand the links between the topics that they learn. A minority of teachers do not effectively assess pupils' understanding. This means some pupils have gaps in their knowledge and make slower progress.

Most teachers follow the 'Coundon Lesson Framework' well. This means that pupils have a consistent learning experience in different subjects. Teachers ask pupils to recall what they have learned previously. This helps pupils to build their expertise.

Pupils' recall of their previous learning is less effective in some subjects. In these instances, teachers do not respond effectively to pupils' misunderstanding. As a result, some pupils cannot make connections between different parts of what they are learning.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). However, the pupil passport provided to teachers is not always specific or precise enough. As a result, teachers do not consistently meet the needs of each pupil. This means that some pupils with SEND do not make as much progress as other pupils through the curriculum.

Leaders focus on improving the reading levels of those pupils who have fallen behind. A structured programme helps these pupils to make rapid progress, which they do.

Some pupils do not behave well enough. Some pupils and parents are concerned about disruption to learning. Too many pupils are suspended for defiant or disruptive behaviour. Leaders have introduced new strategies to bring about improvement. These are beginning to have a positive impact. Most classrooms are quiet, orderly places where pupils can learn.

Staff at the school appreciate the changes made by the new headteacher. The collective work of leaders is beginning to make a positive difference. While it is too early to see the full impact of this, staff are working collaboratively to bring about improvement. Leaders ensure that staff workload and well-being are carefully considered following the recent changes in the school. Staff feel leaders are very supportive of their views.

Coundon Court is an inclusive school. Pupils from different backgrounds say that they settle well and feel part of the community quickly. Leaders have thought about what pupils need to know to be successful in their later lives. The personal development curriculum is relevant and valued by pupils. There is also a well-planned careers programme. Pupils benefit from this.

Trustees have invested time and resources to develop leadership across the school. This is helping to ensure that leaders develop the skills and knowledge needed to make further improvements. Those responsible for governance provide challenge and support to leaders.

Safeguarding

The arrangements for safeguarding are effective.

The leadership of safeguarding is a strength. Staff training is very effective. Leaders are very knowledgeable about local and national issues. Leaders work effectively to ensure that pupils have a detailed understanding of the risks they face and how to stay safe. All staff understand the role they play in maintaining a vigilant culture of safeguarding. There are clear processes that allow staff to report any concerns. Staff rigorously follow up on these concerns. Leaders work effectively with external agencies where appropriate.

Leaders work effectively to ensure that pupils have a detailed understanding of the risks they face and how to stay safe. This means that pupils know who to talk to and

how they can report any concerns they have. Pupils make use of this effectively. Pupils are taught about how to keep themselves safe, including online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A minority of pupils continue to be disruptive and defiant. Too many pupils are removed from lessons or suspended from school. Leaders must continue to embed the new behaviour policy, consistently, to ensure that all pupils benefit from calm and orderly classrooms.
- Some pupils with SEND do not consistently get the support they need. Some of the information in passports written to support pupils' learning needs is too generic. Consequently, teachers do not all make the adjustments necessary to support these pupils to make progress through the curriculum. Leaders must ensure that pupils' passports are more closely matched to pupils' specific needs so that staff know what strategies they must use to adapt their teaching.
- Some teachers do not accurately address gaps in pupils' understanding. Pupils do not build on what they have learned before in these subjects and are not able to make connections between different parts of learning. Leaders must ensure that the curriculum and its implementation is improved in these subjects.

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

Unique reference number	138023
Local authority	Coventry
Inspection number	10240396
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1916
Of which, number on roll in the sixth form	222
Appropriate authority	Board of trustees
Chair of governing body	Joanne Doyle
Headteacher	Christopher Heal
Website	www.coundoncourt.org
Date of previous inspection	30 November and 1 December 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in June 2022.
- The school is a single academy trust.
- The school uses five alternative providers for a small number of its pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the second routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in mathematics, English, science, computer science, design technology and languages. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and scrutinised their work.
- Inspectors also visited lessons in other curriculum areas.
- Inspectors met with members of staff undertaking different roles in the school, including support staff, teaching staff, as well as early careers teachers, and leaders in different roles.
- Pupils were spoken to in formal meetings and also informally as they went about their day.
- Inspectors considered the views of staff, pupils and parents who responded to the Ofsted surveys.
- Discussions were held with the headteacher, other school leaders and members of the governing body.
- Bullying, attendance, punctuality and safeguarding records were carefully considered.
- Inspectors observed pupils' departure from school, their experience of tutor time, as well as their conduct at breaktime and lunchtime.

Inspection team

Thomas Walton, lead inspector	Ofsted Inspector
Helen Reeves	Ofsted Inspector
Huw Bishop	Ofsted Inspector
Tim Bassett	Ofsted Inspector
Andrew Madden	His Majesty's Inspector
Mike Onyon	Ofsted Inspector

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