

# Inspection of Courthouse Green Primary School

Sewall Highway, Coventry, West Midlands CV6 7JJ

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Inspection dates: 3 and 4 July 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

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

'Doing our best, to be our best' is the absolute essence of life in this school. Leaders and staff work as one in setting the highest expectations for learning and behaviour. Pupils try their best, give their best and expect the best of themselves, and so do the staff that help them. This combined effort brings about great success. All pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Pupils show maturity, kindness and respect in a way that is impressive. They are totally committed to taking responsibility for working with pride. Through every moment of every day, pupils live, believe and express the school values in words and actions. On the rare occasion that pupils need help with their behaviour, reflection time helps them to consider how to make amends and learn from their mistakes.

Conversing with pupils, young and old, is a delight. They share their thoughts and their learning on a wide range of topics in a deep and knowledgeable manner. Pupils relish and seek out the many and varied responsibilities on offer. They see it as their duty to help each other to strive to improve and thrive.

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

Trustees, governors and school leaders speak 'as one' of their responsibility to serve their pupils and their community. They successfully pool their expertise and resources to provide an outstanding education for pupils.

Pupils speak as one on the difference that staff make to them and their learning. They understand the strong focus on the 'talk, feel, question, reflect' approach to the curriculum. Staff provide skilled and sensitive support of the very highest quality. Nothing is accepted from a pupil at face value or from the first response. Staff expertly assess, probe, challenge, model and extend. They squeeze every last drop of learning from each moment.

Nowhere is this more evident than in the teaching of reading. Leaders pay attention to even the smallest detail. This is successful. Pupils quickly learn to read well and fluently. The tiniest slip of learning is noted and addressed. Pupils catch up, keep up and stay up to successfully use their reading skills to lift the lid on their learning across the curriculum. 'Chat, play, read' and the 'hot chocolate box' are firm favourites of pupils, parents and carers alike.

Staff achieve this skilful ability to challenge and champion learning because the curriculum is crystal clear. Each strand of learning is distinctly set out. It picks up and spirals around and upwards, year on year. Pupils know and understand this too. They recall their last topic in the same breath as saying 'and now we use it to know this'. In geography, their early understanding of trees, towns and the countryside becomes sophisticated knowledge of biomes and the layers of the forest. In music, young

children use very technical words, including crescendo and diminuendo. They do so with pride and accuracy. Older pupils apply these terms in their rhythmic composing on drums and percussion instruments.

All of the above is made possible due to the exceptional start that children are given in the early years. This includes the very youngest children. Staff ensure that every second provides a springboard into a conversation or a learning moment. They interact at just the right time. The depth and quality of learning can be seen, felt and heard. Children, even the very youngest, show the ability to remain focused on their learning.

Sharing and spreading sprinkles of joy throughout the day is something that leaders of SEND excel at. Their rapid and robust identification of need is sophisticated. Their attention to detail and dedication to developing life-long learning skills for pupils with SEND empower pupils. The ways in which pupils with a range of complex needs cheer at their success of counting to seven, sound out and read a range of key words, and succeed at hitting targets in archery are tangible signs of their success. Pride and determination oozes from the pupils. One phrase was heard from parents again and again: 'my child is thriving' – and they are absolutely right.

Many aspects of school life are impressive. '11B411', the young carers club and promoting life as precious through head-on tackling of the many dangers present in society are just a few of the ways that pupils are supported. The provision of numerous high-quality opportunities for pupils to know themselves as individuals of worth who possess the conviction to believe they can achieve is extraordinary. For example, the 'inspire to aspire' programme shares the world of work with pupils. As a parent simply and rightfully stated, on behalf of many, 'wonderful school, wonderful staff and a wonderful place to learn'. Pupils soar to success.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders check that staff are safe to work in school. Leaders bring compassion, care, courage and clarity to the safeguarding systems and routines within and beyond school. They take time to know each circumstance and story. They sensitively build trust with families in a way that opens doorways to getting the right help, at the right time, from the right people.

Staff are extremely knowledgeable about the many aspects of safeguarding that families face. They tune into the smallest piece of information. Their training ensures that they do everything they need to, to keep pupils safe.

Pupils also learn much about keeping safe in different places and spaces. They show and share their knowledge.

## 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>	144064
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10256862
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	699
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	L. J. Winterburn
<b>Headteacher</b>	Sarah Malam (executive headteacher)
<b>Website</b>	<a href="http://www.courthousegreen.org">www.courthousegreen.org</a>
<b>Dates of previous inspection</b>	18 and 19 February 2020, under section 8 of the Education Act 2005

## Information about this school

- Courthouse Green Primary School is one of two schools in the Triumph Multi-Academy Trust.
- The school has nursery provision for two- to four-year-olds.
- There is a resourced provision for pupils with SEND. These children have a range of communication needs. The provision currently caters for 14 children. These pupils access learning in other classes as appropriate.
- Leaders have created an internal provision, 'Conkers', for pupils with specific and complex additional needs.
- The school provides before- and after-school childcare on site.
- The executive headteacher works across two schools and splits her time between the two sites. There is a head of school, deputy and assistant headteacher, who together with the executive headteacher form the senior leadership team.
- The school uses one registered alternative provision.

## 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 held meetings with the executive headteacher and senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspector spoke to the curriculum lead and spoke to pupils from some year groups with their books. They also looked at samples of pupils' work in a range of subjects, including English, history and art and design.
- The lead inspector spoke with six trustees and governors, including the chair of trustees.
- The lead inspector listened to a sample of pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons at different times of the day and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- Inspectors met with leaders about the school's safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to pupils and staff about pupils' safety.
- The lead inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- Inspectors talked informally with pupils and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff's and parents' views.

## Inspection team

Kirsty Foulkes, lead inspector	His Majesty's Inspector
Susan Hughes	Ofsted Inspector
Nadeem Bhatti	Ofsted Inspector
Mike Onyon	Ofsted Inspector

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