

Inspection of Alderman's Green Primary School

Alderman's Green Primary School, Aldermans Green Road, Coventry, West Midlands CV2 1PP

Inspection dates: 21 and 22 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jenny Tegerdine. This school is part of Triumph Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Malam, and overseen by a board of trustees, chaired by LJ Winterburn.

What is it like to attend this school?

This is a thoroughly inclusive school. The school and trust ensure that every pupil accesses an ambitious and exciting curriculum. Parents say their children flourish in school. Inspectors agree. There is a strong sense of pupil pride across the school. This is evident in their work and personal achievements. Pupils are keen to share the school's motto, 'Everyone believes in us, and we believe in ourselves.' Pupils feel safe in school.

Leaders and staff have exceptionally high expectations of behaviour. Pupils display the school values in daily school life. They talk confidently about values such as resilience, kindness, collaboration, pride and responsibility. Pupils elected to 'college captain roles' lead weekly assemblies to congratulate pupils who demonstrate these values. Pupils eagerly anticipate prizes in assemblies and golden lunches with senior leaders to reward their success.

Leaders, working closely with the trust, help every pupil explore their talents and interests. Pupils enjoy an extensive range of experiences through the school's '11B411' enrichment programme. Pupils embrace opportunities through performing arts, adventurous activities and sporting events. The school strongly promotes ambition among all pupils, including those with special educational needs and/or disabilities (SEND).

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

The school has designed an ambitious curriculum for all pupils. Leaders have thought extremely carefully about what pupils need to learn and when. Teachers have a good subject knowledge. They use this to help pupils develop new ideas and new vocabulary. The teaching of mathematics, English and foundation subjects is consistent throughout the school. For example, in mathematics, staff follow clear guidance that enables pupils' knowledge to build with lots of opportunities to practise new skills. In many subjects, pupils confidently talk about their learning and understanding of new vocabulary. However, this is not the case in all subjects. In a few subjects, some pupils find it difficult to recall what they have learned over time.

The school is committed to ensuring that every pupil develops a love of reading. Staff are confident teaching reading. Where pupils need extra help, staff quickly identify what they need and provide high-quality interventions. The reading curriculum is aspirational. Pupils access a wide range of reading resources. Pupils quickly become confident readers.

In Nursery and Reception, children learn important rhymes and sounds. They are supported by adults who get them off to a flying start in reading. High-quality books are seen everywhere in school. Pupils talk enthusiastically about the books they are reading. Teachers skilfully choose books to stimulate discussions on a wide range of issues. Pupil librarians take pride in their work and thoughtfully recommend books to others.

The school starts the foundations for success in the excellent early years provision. The children are excited to learn. Their focus and cooperation are impressive. Staff make the most of every opportunity to engage children in conversation. Songs, rhymes and books are at the heart of everyday teaching. The children get off to a strong start in the early years.

Leaders accurately identify the needs of pupils. The curriculum in the specialist resourced provision for pupils with SEND is impressive. Personalised goals are set for each pupil. Staff provide skilled support and guide pupils to do their very best.

Being an effective talker and communicator starts in early years. Staff are highly skilled in encouraging children to speak in full sentences and to share their ideas and feelings. Pupils across the school go on to express themselves well and discuss current issues and world news. They listen to the views of others with respect. Pupils elected to the school parliament engage enthusiastically in inter-school debates.

Pupils understand the importance of good relationships. Those who take on leadership roles, such as well-being ambassadors, help pupils make friends and play together. Staff deal with behaviour across school in a calm and consistent manner. This helps pupils feel safe. The focus on repairing and restoring relationships is at the heart of the school's exemplary behaviour management.

The trust promotes a strong research culture. They invest regularly in staff development. This ensures that staff have ongoing access to effective coaching and support. Staff are highly motivated and proud to be part of Alderman's Green. Pride and ambition shine through all aspects of school life.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In science and some foundation subjects, teachers' checking of what pupils have learned is not as effective as it could be. Consequently, some pupils struggle to remember key knowledge and skills they have learned. The school should ensure that all staff check pupils' understanding and retention of key knowledge and language so that pupils can apply it to future learning.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148603
Local authority	Coventry
Inspection number	10294728
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	497
Appropriate authority	Board of trustees
Chair of trust	L J Winterburn
CEO	Sarah Malam
Headteacher	Jenny Tegerdine
Website	www.aldermansgreen.com
Date of previous inspection	Not previously inspected

Information about this school

- The school became an academy in April 2021. Alderman's Green is one of two schools in the Triumph Multi-Academy Trust.
- The school has nursery provision for three- and four-year-olds with pupils attending part time and full time.
- The school has an enhanced resource base provision for 26 pupils with SEND. The main need in the provision is autistic spectrum disorder. Some pupils access learning in classes as appropriate.
- The school provides a breakfast club and after-school care.
- The school provides a 'grab and go' breakfast for all pupils.
- The school uses two unregistered alternative education providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and the assistant headteachers.
- Inspectors met with the chair of the trust, chief executive officer and representatives of the local governing body.
- Inspectors scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development, pupils' behaviour and attendance.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, music and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at pupils' work.
- Inspectors also considered the curriculum in science, computing, art and design and technology.
- Inspectors met with groups of pupils from across the school.
- Inspectors spoke with two local authority advisers who have supported the school.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding and puts pupils' interests first.

Inspection team

Pamela Matty, lead inspector	Ofsted Inspector
Janet Tibbits	Ofsted Inspector
Susan Ray	Ofsted Inspector

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