

Inspection of Coten End Primary School

Coten End, Warwick, Warwickshire CV34 4NP

Inspection dates: 6 and 7 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils, their parents and carers, and all staff are proud to be a part of Coten End Primary School. This is an industrious, happy school, where staff have high expectations and pupils achieve well. There is an ambition here for every pupil to do their best, and every effort is made, on the part of staff, to help them succeed.

Despite being a large school, every child here is a valued individual. Pupils receive help when they need it because teachers know them well. Their talents are recognised and celebrated, including in sports and music. There is an evident sense of pride, belonging and family.

The school's motto, 'learning for everyone, learning from everyone', is something that stands out and is evident in daily interactions. Collaboration is everywhere. Pupils work well together in the many groups in which they learn. Staff have an exceptional passion for the team of which they are a part.

There is a calm, purposeful environment in which pupils know that adults will deal with any poor behaviour should it occur. Pupils behave well and feel safe because staff are vigilant and knowledgeable about the risks to pupils in and out of school.

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

The school's work on designing and embedding its curriculum has been a success. This has resulted in a curriculum that inspires pupils and provides them with wider opportunities to learn. Staff have decided what learning is most important and in what order to teach it. As a result, pupils' knowledge usually builds well on what they already know or can do. They know how to be historians and mathematicians. They speak confidently about their learning. However, in a small number of subjects, teachers do not check that pupils have understood a concept or idea well enough before moving on. When this happens, pupils do not learn as effectively as they could.

Mathematics is a real strength here. Pupils achieve very well, becoming competent mathematicians who are always ready for the next challenge. In lessons, teachers routinely visit pupils' past learning. This helps pupils to secure their mathematical knowledge. Pupils make connections in their learning and develop mathematical fluency. Many told inspectors that mathematics is their favourite subject.

When children enter Reception, they quickly settle into routines. They take advantage of the stimulating environment and engaging activities. Teachers throughout the school are quick to identify children with special educational needs and/or disabilities (SEND), and they adapt teaching accordingly. Children feel confident because of the positive relationships that are fostered in school.

The school has ensured a high level of consistency in the effective teaching of phonics. Teachers are experts in this respect. As a result, pupils become fluent and

confident readers early on in their school career. Nearly all pupils enter key stage 2 as secure, fluent readers.

The school has chosen carefully the books that teachers read to pupils. They have considered the richness of vocabulary and the way books link to curriculum subjects, such as history. As a result, pupils are inspired to read for themselves and do so with gusto.

The school promotes, consistently and extensively, the personal development of all pupils. Opportunities are carefully built into the curriculum, and staff ensure that disadvantaged pupils have full access to them all. Pupils gain a secure understanding of fundamental British values and equality. They become knowledgeable about making healthy choices and how to keep themselves safe in the real world and online. Pupils contribute fully by taking on important roles in school. They become well-being ambassadors, school councillors and charity committee members. The school also provides high-quality pastoral support for pupils who are struggling in any way.

The vast majority of parents have high praise for this school. Parents are well informed about what their children are learning and about how they can support them. For instance, a large proportion of parents of children in the early years take part in phonics workshops.

Governors bring expertise, passion and commitment to their roles. They are strategic, ask the right questions and care deeply about the welfare and pupils and staff. Governors have a detailed knowledge of school life and make a strong contribution to continual school improvement.

The school's engagement with staff is extremely effective. Leaders and staff at all levels share an incredible passion for providing the best for all pupils. The sense of shared values, vision and teamwork is impressive. Staff are well supported and feel valued. The culture of continuous improvement is palpable; there is no resting on laurels at Coten End.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not systematically check how well pupils understand their learning before they move on to new material. This means that pupils can become confused or do not retain what they are taught. The school should ensure that pupils' key learning is fully understood before teachers introduce new concepts or ideas.

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	130867
Local authority	Warwickshire
Inspection number	10290574
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	649
Appropriate authority	The governing body
Chair of governing body	Dr Hannah Webber
Headteacher	Sarah Sheepy
Website	www.cotenend.warwickshire.sch.uk
Dates of previous inspection	8 and 9 December 2011

Information about this school

- The school has grown by one class per year group since the last inspection.
- The school does not make use of any alternative provision.

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 was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other leaders, including the special educational needs coordinator.
- To evaluate the effectiveness of safeguarding, the 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 that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English, history, music and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to some pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- An inspector held a meeting with members of the board of governors.
- An inspector spoke with a representative of the local authority.
- 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 considered responses to Ofsted Parent View, including parents' free-text responses. Inspectors also took account of responses to Ofsted's staff and pupil surveys.
- The lead inspector reviewed a range of documents, including school improvement plans. They also reviewed the school's website.
- An inspector spoke to parents at the school gate.

Inspection team

Gareth Morgan, lead inspector	His Majesty's Inspector
Vanessa Payne	Ofsted Inspector
Sam Cosgrove	Ofsted Inspector
Ian Tustian	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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