

Inspection of a good school: Ernesford Grange Primary School

Foxton Road, Binley, Coventry, West Midlands CV3 2HN

Inspection dates: 2 and 3 July 2024

Outcome

Ernesford Grange Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy at school. They are proud to be members of a school community where everyone matters. Pupils are kind and considerate. The school's values of 'responsibility, respect and resilience' are central to everything the school does. Pupils have respectful friendships with one another. They are polite to visitors and keen to talk about their school and their achievements.

Pupils enjoy their lessons and typically achieve well. They appreciate how teachers make work interesting and connect their learning. Teachers focus on the most important knowledge and skills that pupils need.

Pupils' behaviour is exemplary. They have positive attitudes to their learning. The school ensures that their high expectations about behaviour are consistently met. Pupils feel safe at school. If they have any concerns, they know that adults will help them.

Staff know pupils very well. The school has developed an impressive programme to support pupils' individual needs and wider development. Pupils appreciate the many enrichment opportunities available, including camping on the school field and the 'Ernesford 100'. Parents and carers value the school and praise the staff and school leaders. One parent, echoing the views of many, said: 'The school really sees the individual child and ensures that each child has a voice.'

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

The school has an ambitious and progressive curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The curriculum is carefully sequenced from the early years to Year 6, with clear end points for pupils to work towards.

The development of the English, mathematics and science curriculums has been a school priority. The teaching of phonics and mathematics is particularly strong. Pupils achieve

well in these areas. However in some subjects, where the key knowledge that pupils are expected to remember is less clear, they sometimes do not achieve as well. Pupils say they enjoy science, and their books show quality work. However, they are not able to talk about their learning in some subjects in as much depth or detail.

The school identifies pupils' needs quickly. In all subject areas, this swift identification allows staff to ensure that pupils with SEND are fully supported. In most subjects, the curriculum is designed in a way that enables the most-able pupils to be successful. However, in some subjects, curriculum expectations are less demanding and do not allow pupils to demonstrate their full ability.

Reading is at the heart of the curriculum. As soon as children start school, they learn about the sounds that letters make. Staff regularly check the progress of all early readers. If anyone is at risk of falling behind, high-quality support helps them catch up quickly. The youngest pupils read carefully chosen books that match the sounds that they have been taught. Most pupils become fluent and confident readers by the end of Year 1. Older pupils develop a love of reading, read widely and as often as they can.

Pupils are courteous and helpful. In class, they are enthusiastic learners who show resilience when finding work challenging. The school prioritises the well-being of all pupils. The nurture room and specialist staff offer effective and targeted support for the most vulnerable pupils.

Children's development in early years is very well supported by the curriculum. It provides them with the knowledge and confidence that they need to succeed. Staff and pupils in early years share strong, positive relationships. These help children to feel safe, know right from wrong, and follow routines and expectations. Themed work supports children's development in the different areas of learning. Children especially enjoy the theme of the sea, from sharing a lively story and making models, to blowing bubbles and squirting targets.

Pupils learn about the importance of healthy relationships and how to keep themselves safe. The quality and variety of extra-curricular opportunities are a strength of the school. A wide range of sporting and non-sporting activities and clubs are available to pupils weekly. The Friday afternoon 'skills academy' enrichment programme is very popular with pupils and staff. Pupils enjoy the trips and visits to places of educational interest. The curriculum is also enhanced by visitors to the school. The richness of the wider curriculum means that pupils are well prepared for their next stage of education.

Governors know the school, its staff, pupils and the community well. They have considerable knowledge and expertise. They hold the school to account and regularly visit classrooms and meet with staff. Staff value being part of the school. They are very positive about the school's support for their workload and well-being. Staff appreciate the professional development opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the intended curriculum is not yet consistent across all subjects. As a result, in some subjects, pupils do not build on previous learning as well as they could. The school should ensure that the curriculum is implemented consistently well across all subjects so that pupils build on their knowledge and skills over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2019.

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	103658
Local authority	Coventry
Inspection number	10336850
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair of governing body	Claire Saunders
Headteacher	Ian Taylor
Website	https://ernesfordgrangeprimary.com
Date of previous inspection	6 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- There is a daily breakfast and after-school club managed by the school.
- The school has a nursery provision for two-year-olds.

Information about this inspection

- 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 that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, senior leaders, staff and pupils. The lead inspector spoke with members of the governing body, including the vice chair. The lead inspector also spoke to a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and

science. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to some teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils read to familiar adults.

- The inspectors also looked at pupils' work in other subjects, including English, geography, history, art and design, and French. They discussed the school's curriculum and the early years curriculum and provision with leaders. The inspectors observed pupils during breaktimes and lunchtimes and spoke with pupils about personal, social and health education and opportunities for their personal development. The inspectors met with leaders responsible for pupils with SEND, behaviour, attendance and personal development.
- 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.
- The inspection team took account of a range of other information, including the school's development plans, school policies and governors' minutes.
- The lead inspector considered the responses to Ofsted Parent View. He also took into consideration the responses to the survey for staff. There were no responses to the pupil survey.

Inspection team

David Buckle, lead inspector

Ofsted Inspector

Kirsty Foulkes

His Majesty's Inspector

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