

INSPECTION REPORT

COURTHOUSE GREEN PRIMARY SCHOOL

Coventry, West Midlands

LEA area: Coventry

Unique reference number: 103640

Headteacher: Richard Hunter

Acting headteacher at the time of the inspection:
Ann Hammersley

Reporting inspector: Julie Moore
8710

Dates of inspection: 1st – 3rd July 2002

Inspection number: 230134

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Bell Green Road
Courthouse Green
Coventry
West Midlands

Postcode: CV6 7GX

Telephone number: 0247 6688022

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Appropriate authority: The Governing Body

Name of chair of governors: Michelle Bayliss

Date of previous inspection: 30th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Courthouse Green Primary is situated in Courthouse Green, a suburb of Coventry. It is larger than many other primary schools. There are 193 girls and 214 boys in the main school, and 62 children in the nursery, most of them attending part-time. Many pupils live in the surrounding area, which is a mixture of houses and flats on the edge of a large council estate. Some pupils travel from other estates nearby. When the children join the nursery many of them have well below average standards. Twenty six per cent of pupils are known to be entitled to free school meals and this is above average. Around 62 per cent of pupils are white, others are from a range of minority ethnic groups. The largest group have Indian heritage, the others have Pakistani, Black Caribbean, and Black heritages. Thirty-eight pupils are from other minority groups. Sixty-three pupils speak English as an additional language, and 16 of these are at an early stage in speaking English. This is a high proportion. Thirty seven per cent of pupils have special educational needs, which is well above average, and three pupils have a statement of special educational need. Most of these pupils have emotional and behavioural difficulties, with a minority having hearing and physical difficulties as well as autistic disability. The school is part of Coventry's Education Action Zone (EAZ). This is a government initiative, which provides additional funds to promote learning and to improve standards in schools.

HOW GOOD THE SCHOOL IS

Courthouse Green is an effective school. It is fully inclusive, meeting the needs of all its pupils successfully. The management is of high quality, and there is a strong team spirit. The pupils make good progress overall, with very good progress in the nursery and in Year 6. The progress made by some pupils in Year 2 though satisfactory, is not at such a good rate as elsewhere in school and is the key area for school improvement. Teaching is good, and results in pupils achieving standards that are above average in English and mathematics and well above average in science by the time they are eleven. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science have increased significantly for the eleven-year-olds. The higher attaining pupils are doing particularly well.
- The acting headteacher and her senior team provide high quality leadership, and the school is managed very well.
- Children get a very good start in the nursery.
- Children with special educational needs receive very good support. The nurture group enables specific groups of pupils with emotional and behavioural difficulties to achieve success.
- There is a rich curriculum that is broad and balanced, with a strong emphasis on literacy and numeracy as well as developing pupils' creativity and their sense of citizenship.

What could be improved

- Standards in English and mathematics are too low for about half the seven year olds.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. It has made very good progress since then, not only in tackling the issues- found by the inspection, but in many other areas of its work. The main issues were:-

- To improve the unsatisfactory teaching.
- To improve systems for monitoring and evaluating the school's work.
- To improve assessment procedures.
- To review medium term planning in art and design technology.

This time there was no unsatisfactory teaching. Standards have risen significantly for the eleven-year-olds, and their progress improves rapidly at the top end of the juniors. The curriculum teaching and learning are all much better than they were. The school is well placed to improve even further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	E	B	A	well above average A above average B average C below average D well below average E
Mathematics	E	E	B	A	
Science	E	E	A	A	

Standards have risen significantly for the eleven-year-olds. This is due to strong teaching, especially in Year 6. Standards are well below average when the children start school, by the time they leave most of them are achieving above average standards in English and mathematics, and well above average in science. Higher and lower attainers make good progress all round, with very good progress at the upper end of the juniors. Standards are well above average when compared to similar schools¹. Standards remain stubbornly low for the seven-year-olds, and about half of them could do better. Significantly more pupils are achieving satisfactory levels year-on-year, especially in one Year 2 class, but overall standards for the year group are below average in reading, writing, mathematics and science. Progress is satisfactory but it could be better in one class. Across the school, boys and girls of all capabilities, including those with special educational needs and those who have English as an additional language make good progress, like many of their classmates.

The school has progressed at a faster rate than other schools in the country. However, for the last two years its academic targets were too easy, and they did not challenge the pupils enough. The targets for 2003 are more challenging, and the school is on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy school life. They are keen to learn and they take pride in their work, responding to class discussions very well.
Behaviour, in and out of classrooms	Good. Pupils behave well inside and outside school. They are friendly and courteous to everyone. No pupils have been excluded from school.
Personal development and relationships	Very good. Relationships are warm and harmonious and they have a very positive impact on pupils' behaviour and learning. Personal development is very good too.
Attendance	Satisfactory. The pupils' attendance rate is broadly in line with national averages.

¹ Schools with a similar proportion of pupils known to be eligible for free school meals

A very small minority of parents do not encourage their children to attend school regularly, and this holds back their children's progress. The school is dealing with this issue appropriately, and its strategies are meeting with success.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching has improved significantly since the last inspection, and there was no unsatisfactory teaching this time around. Seven out of ten lessons were of good or better quality, and around one quarter were very good. Teaching is good overall.

Children get a good start to their education at Courthouse Green because they are very well taught in the nursery. When they start school many of the children have very limited skills and they find it difficult to speak in sentences. Very good progress is made, and this is built-on in the reception classes. Improvements to the outdoor area, including the use of outdoor classrooms, have speeded up the children's progress – especially in speaking and listening.

There is some high quality teaching in Year 6, and pockets of very good teaching in the rest of the school as well. Pupils' speaking, reading, writing and number skills are well developed, as a result of both the literacy and numeracy strategies, and this is an improvement since the last inspection. English and mathematics are consistently well taught and teaching is effective overall. However in one Year 2 class the pupils are quite challenging and they find it difficult to concentrate for longer periods of time. They quickly lose interest and become disengaged, especially when their teacher is working with another group or their task is uninteresting for them. When this happens their learning slows for part of the lesson, before picking up again.

Across the school pupils with special educational needs, and those with English as an additional language, are well taught and they make good progress like their classmates. All the pupils at Courthouse Green are fully included in every aspect of teaching and learning, and no-one is left out.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich, broad and balanced, and there is a strong emphasis upon developing pupils' literacy and numeracy skills. The school sets great store on developing their creativity and a sense of citizenship as well.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified accurately, and they get a great deal of extra support that helps them to progress well.
Provision for pupils with English as an additional language	Very good. Teachers and classroom assistants give valuable extra support to these pupils so that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Positive relationships and respect for others is embedded in the life and work of the school. Every child is valued, and considerable efforts are made to develop self-esteem and to encourage pupils to grow into capable, responsible young people. Experiences from a wide range of cultures are evident.
How well the school cares for its pupils	Very good. Secure procedures ensure the safety and well-being of all pupils. Progress and attainment are tracked and assessed

	systematically and extra help is quickly available when it is required.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The acting headteacher provides very effective leadership. The assistant head and the senior team support her very well, and there is a strong team spirit. Subject managers manage their duties with clarity and insight.
How well the governors fulfil their responsibilities	Good. The governors have a clear view of the strengths and weaknesses of the school. They are fully committed to the process of improvement and provide much valuable support.
The school's evaluation of its performance	Very good. The data available to the school is carefully analysed and used to establish priorities for development and improvement. Rigorous and professional procedures are in place to monitor the standard of teaching and learning. Everyone associated with the school is committed to its advancement.
The strategic use of resources	Very good. The school receives well above average amounts of money for each pupil. It is very aware of the need to spend its money wisely and in ways which improve standards, teaching and learning. Extra funds are sharply targeted. Spending is closely linked to the school's priorities for improvement. Staff and resources are deployed prudently.

The current headteacher is successfully continuing the philosophy and ethos established by the substantive headteacher, who is on secondment. The 'best value' principles are always followed when governors and senior staff are deciding their spending priorities. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching and good leadership. • Children behave well and they are helped to grow into mature people. • Children are expected to work hard, and they make good progress. • Staff are approachable. 	<ul style="list-style-type: none"> • They need more information about how well their children are doing • A number of parents feel that their children do not get the right amount of work

The inspection team agree with parents' positive views. They do not agree with parents' negative views. Inspectors judge that parents are given adequate information about how well their children are doing. If they want additional information the staff are very willing to provide it. Inspectors also judge that pupils are given the right amount of work to do, both at school and at home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science have increased significantly for the eleven-year-olds. The higher attaining pupils are doing particularly well.

1. Standards have improved significantly for the eleven-year-olds. At the time of the last inspection standards were well below average. They are now above average in English and mathematics, and well above average in science. There are a number of reasons for this:-
 - ❑ the teaching has improved
 - ❑ the effective literacy and numeracy strategies have enabled teachers to plan work at the right levels
 - ❑ there are improved systems for assessing how much the pupils have learnt
 - ❑ the school is much better than it was at analysing the information about how well it is doing
 - ❑ the leadership, and the drive to raise standards is strong, and subject managers monitor standards, teaching and learning at regular intervals
 - ❑ pupils get on well together and they try hard to do their best
2. All of this means that the school is doing a good job and the boys and girls are progressing well. This includes those pupils with special educational needs and those who speak English as an additional language. The only exceptions are pupils in one of the Year 2 classes. This group is not progressing as well as the other pupils in the year group. The reasons for this are outlined later in the report.
3. When the children start school in the nursery their skills are very limited, and are well below what is expected for children of similar ages. Teaching is very good. They get a good start to their education, making very good progress in the nursery and good progress in the reception classes. A significant minority are on course to achieve their targets² by the end of the reception year. The others are not at this level and many of them need a great deal of support so that their learning can be effective.
4. The school is doing a good job in providing the right kind of support, not only in the nursery and reception classes but in the rest of the school as well. Governors are committed to providing additional funds so that extra teachers and support staff, working with class teachers, make sure that all pupils make good or better progress. Pupils with special educational needs and those who speak English as an additional language are well provided for. Their progress is carefully tracked so that any slippage is speedily identified and tackled, and no time is wasted. This is one of the reasons that these pupils progress well. Teachers make sure that the higher attaining pupils are always identified and challenged by their work, and they are achieving well. The overall standard of teaching is good.
5. The seven-year-olds achieve below average standards in reading, writing, mathematics and science. Standards have remained stubbornly low for these pupils over the last four years. However, the overall test data identifies that more pupils are gaining a Level 2³ at Courthouse Green than they were in previous years. Speaking, listening, reading, writing and number work all have a high priority and many pupils make good progress from their low starting points when they join the nursery.
6. Staff are working together as a team, pitching work at the right levels so that learning is productive. In an effective Year 1 lesson the pupils worked in pairs, successfully matching printed words to a picture. The work was planned at different levels so that the higher attainers recognised and wrote words such as 'boat', incorporating them into simple sentences. Average attainers were able to see the relationship between 'o.....e' in words such as 'hope' and 'phone', and the lower attainers needed help to recognise common words. The teacher's good use of

² These are called the Early Learning Goals

³ The level expected for seven-year-olds

different strategies, including discussion, games, sound rhythms and direct teaching, all helped to make learning meaningful for the pupils.

7. Similar strategies were used in a very good mathematics lesson in Year 2. In this lesson the teacher had modified her plans because in the previous lesson the higher attaining pupils found it difficult to work out that division and multiplication are the opposite of each other. She used questions very well to check out the pupils' understanding, for example "J....., I have 25 sweets and I am going to share these between 5 people, how are we going to start?". By working in this way the teacher made sure that pupils of all capabilities were well challenged.
8. Pupils are well taught, with very good teaching in Year 6, and this is why they are achieving above average standards by the time they are eleven. Pupils with English as an additional language are represented in all the ability groups, and they are doing as well as their other classmates. By the end of Year 6 the pupils fully understand the importance of structuring their stories by using different techniques to achieve the desired effect. In one example they formed an extended story using four short chapters. The higher attainers offered an imaginative interpretation, using a wide vocabulary and generating complex sentences, with accurate punctuation. The lower attainers needed support and help to develop their story but they made good use of suitable vocabulary, with correct spelling and punctuation throughout.
9. The majority of Year 6 pupils are confident when talking and expressing their ideas, not only in English but in mathematics and science too. In a mathematics and information and communication technology (ICT) lesson the pupils were using Excel⁴ to investigate the relationship between the dimensions of swimming pools of varying sizes to the surrounding fence. By using the Excel spread sheet competently the pupils systematically entered various dimensions of the pool and calculated the results. This enabled them to focus on the relationships and patterns between the numbers that emerged. The higher attainers were able to deduce formulae and make independent generalisations, average attainers needed support to establish rules and generalisations, and the lower attainers worked slowly, needing support to complete their task. Pupils of all capabilities clearly explained their work to the rest of the class, responding to comments and queries in a mature way that demonstrated a secure understanding, not only of ICT but of their mathematical investigation as well.
10. In science, the pupils' work over the past year shows very good progress. The strong focus on investigative work indicates a secure understanding of 'fair testing', when carrying out an investigation. One example focused on finding out which brand of washing up liquid made the longest lasting bubbles. Pupils talked confidently about how they set up their investigation, deciding which equipment to use and how they measured their findings. Data was presented clearly in the form of a graph, and pupils were able to give succinct reasons for the outcome of their work, comparing this to their predictions.
11. The school's overall rate of progress has exceeded national trends. It's previous targets for literacy and numeracy were not challenging enough and were too easy. Targets for next year are more challenging, and the school is on course to achieve them.

The acting headteacher and her senior team provide high quality leadership, and the school is managed very well.

12. Everyone at Courthouse Green wants the pupils to do as well as they can in every aspect of school life. The team spirit is strong, and staff, parents, governors and pupils successfully work together to make sure that the pupils' succeed. Pupils of all capabilities are very well supported, expectations are high and everyone is encouraged to do their best.
13. Governors visit the school regularly to check out what is happening and to see how things are going. This gives them a secure understanding of where the school's strengths and weaknesses are, and this helps them to be better informed when making decisions about what to do next. Governors are well organised, and they work closely with the acting headteacher, staff, pupils and

⁴ A program used on the computer

parents. They support the work of the school but they are always ready to ask questions and to make suggestions. Governors are analytical in their approach and this works well for the benefit of the school. Parents help the school in many ways. Some of them help with school productions, others join their children on residential or day visits to places of interest. A number of parents work in school on a regular basis, helping with many classroom jobs so that the pupils' learning is more effective. Parents and governors work closely with the school, for the benefit of all concerned, and the partnership with parents is effective.

14. The acting headteacher and the substantive headteacher have a shared vision of the way forward, and this is a crucial factor in the school's success. The school is much better than it was at analysing the data about its performance, and the senior staff keep a careful check to make sure that progress does not slip. Very good progress has been made in tackling the issues identified in the last inspection report. The quality of teaching has improved significantly and there was no unsatisfactory teaching during the inspection. The work of the subject managers has been successfully developed, and this has had a significant impact all round. As well as pushing up standards this work has also improved the overall management of the school, and there is now a very good system for checking on standards, progress, teaching and learning. The information gained from these checks enables the school's managers to have accurate and up-to-date information, and this successfully guides their future plans for the curriculum and the finances. Initiatives such as the literacy and numeracy strategies, and the EAZ initiative, are taken on board and evaluated thoroughly to make sure that standards at Courthouse Green continue to improve.
15. The school receives well above average amounts of money for each pupil, and governors and senior managers are well aware of the need to spend money wisely. Extra funds to support pupils with special educational needs, and those funds that are available through the EAZ, are very specifically targeted. The results are good, and governors are firm (and correct) in their belief that the school gets good value for the money it spends. Everything is channelled towards improving an effective school, so that high standards, very good behaviour, and high personal achievements can continue to be maintained.

Children get a very good start in the nursery.

16. When the children start school at Courthouse Green nursery most of them have limited skills, and their standards are well below average all round. Most children find it difficult to speak in sentences or to join in discussions, and their concentration is poor. Very good progress is made, so that by the end of their year in nursery they speak in sentences, answering questions asked by their teachers and listening carefully when other children are speaking. The most capable children like to talk about books, pictures and stories with great enthusiasm and obvious enjoyment. This group, about one third of the children, is on course to achieve their targets⁵ by the end of the nursery year.
17. Average and lower attaining children make equally speedy progress in the nursery. During the story of *Little Bear* the children listened attentively, one or two of them responded to simple questions but the others were not at this level, they just enjoyed listening to the story. The teacher read the story well, using expressions and facial gestures to emphasise the characters and their roles. This created laughter and fun as well as helping the children to understand how the characters think and feel. These children are on course to achieve lower targets than those expected for children of similar ages.
18. The reception staff build-on and develop these early experiences so that the children make good progress, with about half of them on course to meet their end of year targets. Work is closely planned around the stepping stones for learning⁶, and tasks are planned at the right levels because the teachers are good at assessing what their children have learnt in an earlier lesson. In one lesson lower attaining children were investigating which objects would float on water and which would sink. The teacher successfully extended the children's limited language skills. She achieved this by asking the children to describe the objects and identify any differences, as well as

⁵ The Early Learning Goals

⁶ Stages laid out for children in nursery and reception classes.

using specific questions that were pitched at the right levels for individual children. The children clearly enjoyed this session but their very limited language skills inhibited their understanding as well as their progress.

19. The strong focus on number rhymes and games successfully encourages the children to develop a growing understanding of number. All the staff in the nursery and reception classes take every opportunity to successfully develop the children's understanding of number. Very good teaching in the nursery, which includes talking, counting, and using correct mathematical language such as 'more than' 'less than' 'in front of' 'behind', enables children to make very good progress. Their early understanding is built on and developed well in the reception classes. By the end of the reception year about one third of the children are likely to achieve their targets. The most capable children in the nursery can count to five and beyond. This work continues in the reception classes with a minority of children counting accurately to 20.
20. The children's personal, social and emotional development is an aspect that successfully underpins everything that happens for the nursery and reception children. Many of them are on course to reach their targets by the end of the reception year. Relationships are very good, both with other children and with adults. Toys and games are shared together, and the children are adept at tidying up at the end of each session. Nursery children wait quietly to go home, joining in songs and singing games as they wait to be collected. Behaviour is very good all round. The adults create a secure environment where children learn respect and consideration for each other. Praise is used well to enhance the children's self-esteem. 'Please' and 'thank you' are the accepted norm, children know this and they understand why good manners are important.
21. The school has worked hard to create an appropriate environment so that its youngest children in school thrive and develop their learning skills and their personal skills. It is successful. There is a well-balanced curriculum in place, and this has been enhanced by the provision of outdoor classrooms for the reception children and a stimulating outdoor area for the nursery children. The school has made some improvements to the indoor accommodation and further plans are in hand. When these come to fruition the accommodation will be good, and will facilitate the children's learning even more. Generous staffing levels enable the best use to be made of this accommodation, resulting in improved physical and communication skills for all the children. Careful planning, directed towards supporting individuals and groups, means that children's all round development is well catered for.
22. The Foundation Stage⁷ is led and managed very well. All the adults work closely together as a team, and there is a common understanding of the best ways to encourage very young children to learn and to progress. Shared planning means that early learning experiences are successfully extended and developed for the three to fives, making sure that learning is meaningful. Very good systems for assessing what the children have learnt means that staff always have up-to-date information about every child, and this guides their future plans. Effective assessment, right from the start of each child's time in school, enables tasks to be pitched at the right levels straight away. Higher attaining children are quickly identified in the nursery, as are the lower attainers, and no time is wasted in getting to grips with each individual child and meeting their needs. The next stage is to make sure that the higher attaining children are really challenged in literacy and numeracy in the reception classes.

Children with special educational needs get very good support. The nurture group enables specific groups of pupils with emotional and behavioural difficulties to achieve success.

23. Courthouse Green, rightly, has a very strong focus on providing the best possible learning environment for its pupils with special educational needs. It has been mentioned earlier in this report that many pupils have very limited skills when they start school, and their standards are well below those expected for children of similar ages. Currently, 37 percent of the pupils on the school's roll have special educational needs. This is well above average. Three pupils have statements of special educational need, and they are making good progress in their work and in their learning.

⁷ The nursery and reception classes

24. Governors are fully committed to ensuring that these pupils do as well as they can. With this aim in mind they have employed additional teaching and support staff, and this is working very well indeed. Pupils are taught in separate groups, or they have support in the classroom. Each pupil has individual targets to achieve, and their work is specifically planned at the right level for them. In one example with Year 5 pupils, the teacher worked with the pupils to expand their vocabulary. They all had an individual target, and work in school was well supported by work done at home. Spelling and writing activities were closely linked into the pupils' individual education plans (IEPs), the teacher knew her children well, making good use of praise and rewards so that the pupils were confident about their learning. The pupils themselves clearly understood their new vocabulary and were able to use it when writing complex sentences. All of them knew what they had to do in order to do better. This demonstrates a well-planned and executed session, with tasks at the right levels for the pupils. Good progress was made and standards improved overall.
25. Adults work closely together, monitoring and assessing progress or lack of progress. Accurate assessments enable any weaknesses to be identified immediately and tackled straight away so that no time is wasted in providing support. Parents are fully involved, as are the pupils, and everyone works hard to ensure that these pupils achieve as well as they can. Pupils with special educational needs are making good progress, and frequently very good progress, just like their classmates. The curriculum is fully inclusive for them, and no-one is left out. The school is on track to have the new national arrangements for pupils with special educational needs fully in place at the beginning of next term.
26. One of the school's initiatives is based on a 'Nurture Group' idea. This is a local initiative by Coventry local education authority (LEA) and the results are good so far. Additional funds have been made available to support pupils with emotional and behavioural difficulties up to Year 3. These pupils are fully included in every aspect of the day-to-day life and work of the school. Pupils are taught in a small group situation for part of the day. They are in a secure setting with two adults, a teacher and a learning assistant. Each pupil has an individual plan, and the experienced staff use a system of structured observations to record pupils' progress and development. Nurture group staff work very closely with class teachers and parents, helping pupils to behave appropriately, whilst building their confidence and self-esteem.
27. Pupils involved in the project are demonstrating improved behaviour, with an increasingly positive attitude towards school and learning. Most of them are starting to be much more positive about school life generally, with significant improvements in their achievements. Progress and achievements are charted at regular intervals, and pupils are fully involved in monitoring their progress towards their targets. All of this has a positive impact on these pupils, as well as contributing significantly to their life and work in school. Parents also commented very favourably about the impact of the project, and a number of parents at the parents' meeting spoke at length about the benefit to their children and themselves.

There is a rich curriculum that is broad and balanced, with a strong emphasis on literacy and numeracy as well as developing pupils' creativity and their sense of citizenship.

28. The school is determined to provide a rich and varied curriculum, which is broad and balanced and is accessible to all its pupils. It is successful. The starting point is the school's main aim, which is to make sure that every pupil has the opportunity to achieve well and to do their best in every aspect of school life. Pupils' literacy and numeracy skills are developed well, and this is due to improved teaching and the impact of the literacy and numeracy strategies. It has already been demonstrated in this report that pupils of all capabilities are well provided for, and this includes those pupils with special educational needs and those who speak English as an additional language. The curriculum is fully inclusive for everyone, and each pupil has full access to the curriculum on offer.
29. Pupils' personal development has a high priority, and high standards in the pupils' personal development are achieved in many ways. Adults have high expectations about attitudes to work, independence and respect for others, individual and class responsibilities, and the pupils rise to the challenges set for them. The school council actively promotes pupils' personal development, as well as helping them to understand their duties and responsibilities as future citizens.

30. There are many curricular developments that all contribute effectively to the school's work and the development of its pupils. Courthouse Green was recently awarded a Bronze award as part of the healthy schools initiative. It is working hard towards the Silver award. Sex education and drug awareness programmes are firmly in place, and the school is well supported by the local nurse and the police.
31. The many community links provide an additional dimension to the school's work. Involvement in the EAZ project has developed links with the Jaguar car manufacturer, and has also provided coaching for rugby football. Powergen, Coventry City football club and the local theatre, all have links with the school, working with pupils of different ages. The substantive headteacher is currently seconded to a national bank, bringing many additional opportunities for the school, not only for the pupils but in developing management skills for the staff. All of this means that the pupils at Courthouse Green have many opportunities to widen their personal experiences, as well as helping to improve their achievements.
32. Good use is made of visits to places of educational interest. These visits develop the pupils' social skills as well as helping them to interact with each other and with adults. In one example the pupils were studying the Roman period. They visited the Lunt Fort, a local Roman encampment, and this extended their knowledge and understanding successfully. Residential visits are enjoyed by pupils in Years 4 and 6. Visiting theatre groups extend pupils' learning successfully through role-play and interaction, and are greatly enjoyed. All of these activities enrich the basic curriculum, as well as making learning more meaningful for the pupils and pushing up their standards.
33. There are close links with a school in Hungary and one in Ireland. Pupils link together via e-mails, and they are able to send pictures, photographs and written accounts of their working day at Courthouse Green. These are reciprocated by pupils from Hungary and Ireland, an excellent example of co-operation that extends pupils' knowledge successfully.
34. Art and drama have a high profile throughout the school, and are another strength. The standard of art work is very good, covering two and three-dimensional tasks using a wide range of different media. Pupils take a great deal of pride in their work, and they are keen to talk about their paintings and their models, explaining how they achieved the desired effect. Work from different cultures and periods is studied and explored effectively. Drama ranges from simple role-play to a full-scale production of 'Bugsy Malone'. Pupils in Years 3 to 6 were involved in the production, which was high quality, providing excellent opportunities for pupils to develop their speaking and listening skills as well as collaborating together very effectively.
35. The many and varied after-school activities are available for pupils from Year 1 to Year 6. These successfully enhance the basic curriculum on offer. Sport is enjoyed, and in addition to the clubs and coaching already identified there are soccer and netball clubs. Interest activities figure highly, and these include country dancing, gardening, art and craft and first-aid. These out of school activities are broad and balanced, covering a wide range that suits all tastes and interests.

WHAT COULD BE IMPROVED

Standards in English and mathematics are too low for about half the seven-year-olds.

36. Standards are not high enough for about half the seven-year-olds. A minority of pupils in one class made average gains in their learning, but the other pupils in the class could do better, both in their class-work and in their tests. Pupils' learning is less secure over longer periods of time, and the pupils have made fewer gains than they should. Many of them are less sure of number facts to 10 and above, and there are inconsistencies in their written work in English. For example, capital letters and full stops are used erratically, sentences lack structure and are immaturely written, and there are inconsistencies in the letter size and in the presentation of pupils' work.
37. From time to time learning slowed in lessons observed because the pupils needed help and their teacher was working with another group. When this happened pupils' attention wandered, so that when their teacher returned it took a little time to get them back to work again. Learning also slowed when the teacher did not allow enough time for work and new learning to be reinforced and consolidated. Work was pitched at the right levels, but time was lost unnecessarily.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

38. Courthouse Green has made very good progress since the last inspection. To improve standards further the governors, acting headteacher and staff should:

- (1) Continue to provide extra support to improve the teaching and learning for those seven-year-olds whose standards are not high enough. Governors and senior managers will need to ensure that targets for improvement are set, and that progress is monitored carefully.

Paragraphs 2, 36, 37.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	16	13	0	0	0
Percentage	0	26	41	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	407
Number of full-time pupils known to be eligible for free school meals	N/A	107

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	8	166

English as an additional language

	No of pupils
Number of pupils with English as an additional language	63

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	35	26	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	31
	Girls	23	23	25
	Total	47	49	56
Percentage of pupils at NC level 2 or above	School	77 (80)	80 (85)	92 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	28	30
	Girls	20	22	22
	Total	43	50	52
Percentage of pupils at NC level 2 or above	School	70 (80)	82 (80)	85 (85)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	32	64

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	28	31
	Girls	26	25	31
	Total	49	53	62
Percentage of pupils at NC level 4 or above	School	77 (68)	83 (61)	97 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	27	32
	Girls	24	25	29
	Total	44	52	61
Percentage of pupils at NC level 4 or above	School	69 (58)	81 (66)	95 (73)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	1
Indian	34
Pakistani	8
Bangladeshi	0
Chinese	0
White	260
Any other minority ethnic group	38

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	19.5:1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	356

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37:1
Total number of education support staff	4
Total aggregate hours worked per week	81.50
Number of pupils per FTE adult	12.3:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.7
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/1
	£
Total income	1277570
Total expenditure	1248722
Expenditure per pupil	2726
Balance brought forward from previous year	16345
Balance carried forward to next year	45193

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	444
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	32	6	0	0
My child is making good progress in school.	46	46	4	4	0
Behaviour in the school is good.	55	39	4	0	2
My child gets the right amount of work to do at home.	32	46	18	0	4
The teaching is good.	54	44	1	0	1
I am kept well informed about how my child is getting on.	36	42	13	7	2
I would feel comfortable about approaching the school with questions or a problem.	61	32	5	1	1
The school expects my child to work hard and achieve his or her best.	67	30	1	0	2
The school works closely with parents.	44	38	11	6	1
The school is well led and managed.	63	30	1	0	6
The school is helping my child become mature and responsible.	52	43	2	1	2
The school provides an interesting range of activities outside lessons.	52	37	5	4	2