



Howes Community Primary School

Inspection report

Unique Reference Number 134426
LEA Coventry

Inspection number 274766
Inspection dates 6 – 7 June 2005
Reporting inspector Jackie S Cousins

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Palmero Avenue
School category	Community		Coventry
Age range of pupils	3 - 11		CV3 5EH
Gender of pupils	mixed	Telephone number	02476 411711
Number on roll	259	Fax number	02476 693392
Appropriate authority	The governing body	Chair of governors	Mr J Rowe
Date of previous inspection	October 2003	Headteacher	Mrs P Davies

Age group	Published	Reference no.
3 - 11	June 2005	274766

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Introduction

This inspection was a pilot of the new arrangements for inspection. It was undertaken with the support and co-operation of all staff and governors of Howes Community Primary School.

This inspection was carried out by three additional inspectors and one child care inspector.

Description of the school

This average sized primary school serves the edge of Coventry city centre. There are 259 pupils in the school. Most pupils live in privately owned homes and some live in rented accommodation. Levels of free school meals are average. Many pupils come and go throughout the year. When the youngest children start school their levels of knowledge and understanding are lower than are typical for three year olds. An above average proportion of pupils have learning difficulties or disabilities. A unit within the school currently takes seven pupils with a hearing impairment. Care is provided for local children before and after school. Three quarters of pupils are from white British families. A quarter of pupils are from a range of minority ethnic groups. A considerable proportion of pupils are not believed to have English as their first language. A few pupils are in public care. The school has no temporary teachers and has not found it difficult to recruit qualified and experienced staff.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Howes Community Primary is a good school and sits at the heart of the community. Inspectors agree with the school's view that it provides well for the education of its pupils. The school has made effective improvements since the last inspection. For example, pupils have more opportunities to use their writing skills when they learn to use information and communication technology (ICT). Parents are very satisfied with all the school does for their children. The 'breakfast' and 'after school' clubs are part of the school's vision to improve the lot of local children. Pupils' happy voices sing throughout the school and nearly all enjoy being at Howes School.

Most pupils make good progress. Children in the nursery and reception do well, working towards the standards expected of them. The children in Years 1 and 2 make satisfactory progress and from Years 3 to 6 they achieve well. The standards they reach by Year 6 are average. Teaching and learning are good overall. The oldest and youngest pupils alike are taught well.

Pupils' personal development is good. The spiritual, moral, social and cultural development of pupils is outstanding. All children are valued highly as individuals and included well in what the school has to offer. Children's welfare and care are given the highest priority and the school has an outstanding commitment to pupils' well being. Those pupils with hearing or language problems or with special educational needs are given effective help. The school has made outstanding links with organisations which support pupils in difficult circumstances. Most children behave well and attendance is average.

Leadership and management are good and are well placed to continue to improve. The headteacher's vision for including all types of pupils is excellent. The senior staff, led by a dedicated and clear-sighted headteacher, have set up effective systems for checking how well the school is doing and for making sure that it gets better. The school uses its resources well and gives good value for money.

Grade: 2

What the school should do to improve further

- Increase the progress made by more able pupils in Years 1 and 2.
- Improve teachers' use of marking to set targets, so that pupils know specifically what they need to do to improve.

Achievement and standards

Inspectors agree that school data show that most pupils make good progress. Children start school with below average levels of knowledge and skill. They make good progress in nursery and reception classes and standards are average by the start of Year 1. Pupils make satisfactory progress in Years 1 and 2. However, because of the low starting point for this group of pupils, the standards reached by the age of seven are not as high as those seen nationally in English, mathematics and science. Most pupils are working at expected levels, but few gain above average standards. This is partly because there is a well above average proportion of pupils with special educational needs.

By the age of eleven standards are average in English, mathematics and science and pupils make good progress. The school is likely to reach the challenging targets it sets itself. Pupils are doing better than at the last inspection. The significant numbers of children who have learning difficulties and disabilities and of those, whose first language is not English, make good progress.

Grade: 2

Personal development and well-being

Pupils' personal development is good, with outstanding features. This is because of the school's strong focus on caring for each pupil. Pupils' enjoyment of school is shown clearly in their enthusiastic attitudes and good behaviour. They value greatly the friendly, caring approach of adults and other pupils. The strong sense of working together as a school community and the hard work of the staff ensure that all pupils are included in the school's work. Pupils talk with pride of what they have achieved. They feel safe and there are very few incidents of bullying. Staff quickly sort out any that are reported. Attendance levels are satisfactory.

Pupils' spiritual, moral, social and cultural development is outstanding. The very effective use of school assemblies and a comprehensive personal, health and social education programme help pupils to understand their feelings, get on well with others, not make racial comments and contribute successfully to their school and local communities. This is clearly shown by pupils' wanting to learn sign language to help those with a hearing impairment. Pupils' good knowledge and understanding of British and other cultures result from exciting activities days, such as that linked to black history month.

Pupils have an outstanding understanding of healthy lifestyles because of the school's very positive involvement in the Healthy Schools Award. Their good knowledge is evident, for instance, in their recognition of the need to eat fruit and vegetables every day. They also enjoy physical activities, particularly using the new games equipment. This helps them to play together well in the playground. Pupils are taught effectively about how to be safe around school. The sensitive teaching of sex education and the effective way of informing pupils about the dangers of smoking, drugs and alcohol illustrate this outstanding care.

The pupils enjoy having opportunities to take responsibility for and to help others. For instance, Year 6 pupils make books for the nursery children. Older pupils support younger ones during play and lunchtime. The school council is seen as effective by the pupils. It has made suggestions about what pupils want in the new building and playground. The pupils regularly support a range of charities and present performances for a local community group each year. Inspectors agree that overall personal development and well-being are good. The provision for pupils' before and after school care is satisfactory.

Grade: 2

Quality of provision

Teaching and learning

The inspectors agree that teaching and learning are good overall. In the best lessons, teachers have high expectations of children's work and so pupils of all abilities are well challenged. Teachers use questioning well to deepen pupils' understanding. For example, in a lesson seen in reception, the teacher's outstanding use of questioning enabled pupils to think deeply about what was happening to coloured ice cubes as they melted. Teachers have high standards of discipline, which are explained effectively. As a result, children behave and concentrate well. Teachers and teaching assistants in the nursery and reception classes understand well how young children learn and they make good progress as a result. Gifted and talented children in the nursery and reception classes are identified very well and set challenging activities.

Most pupils make good progress because of good teaching. In Years 3 to 6 teachers' planning in English and mathematics lessons caters well for pupils with different capabilities, including more able pupils. This also includes those with learning difficulties or disabilities who are often given good support from teaching assistants. However, pupils' books by the end of Year 2 demonstrate that more able pupils are not consistently working on more challenging activities.

Teachers assess children's work satisfactorily. The tracking of pupil progress is good and this means that the school has a large amount of information about which pupils and year groups need more support. Progress made by pupils from minority ethnic groups is carefully monitored and they achieve well. Teachers' written comments to children are positive. However, they do not consistently explain to pupils what they have done well or say how pupils could improve their work.

Grade: 2

Curriculum and other activities

The school has a lively and interesting curriculum. As well as all the required subjects and good attention to basic skills, French has been introduced. There is a strong focus on developing safe and healthy lifestyles. There are regular 'Buzz days' which generate a lot of excitement in the pupils. This is when the regular timetable is suspended to focus on knowledge and skills linked to particular themes; recent ones have included investigative science and a construction day. There is a wide range of lunch time and after school clubs, some run by the pupils. In addition, the school has extended provision which includes breakfast and after school activities until 6.00 p. m. each day. Displays around the school celebrate effectively pupils' achievements in many subjects. Inspectors agreed with the school that the curriculum is good overall.

Grade: 2

Care, guidance and support

The school is very successful in achieving its aim of providing a secure, happy and caring environment. The care provided for pupils' health, safety and well-being is outstanding. Staff know their pupils very well and are quick to pick up any worries that they have. Pupils are confident about approaching any adult, knowing that they will be listened to. Child protection procedures are in place and all staff know how to raise concerns. The school works successfully with other agencies to ensure that pupils in difficult circumstances are supported well. Pupils with special educational needs, for example those with a hearing impairment, are given very good support by teaching staff and support assistants. The high priority given to the pupils' personal well-being encourages them to adopt healthy lifestyles and to support and care for each other. The school evaluated this area as outstanding overall but the inspection judged it to be good. This is partly because pupils are not given consistent guidance to raise the standard of their work. For example, literacy targets are not understood fully by all pupils.

Grade: 2

Leadership and management

Inspectors reached the same judgement as the school, that leadership and management are good overall. The headteacher values every child highly and has a very clear vision for the development of the school. Pupils from all backgrounds are included well in school life. The school's capacity to improve is good. This is because an effective senior management team is always looking for ways to improve standards. The school has focused on improving pupils' writing skills since the last inspection and standards of writing are improving. In the present Year 6 boys' and girls' writing standards are similar. A good school development plan is driving forward other improvements. Parents and governors are involved well in finding ways to improve the school.

The leadership of English, mathematics and ICT is good. However, some co-ordinators, in subjects do not effectively monitor pupils' standards or progress from year to year. This means that some subject leaders do not have a clear understanding of what they need to do to raise standards in their subject. Teachers and support staff receive good quality training because the leadership of the school carefully evaluates and shares knowledge about training sessions undertaken. In recent years, the school has had no significant problems in recruiting high quality staff.

The school provides well for pupils with a hearing impairment in a special unit and for those with special educational needs, mainly because of its good leadership. There is close monitoring of the pupils' progress, with the result that they achieve well. The literacy and numeracy programmes are very skilfully adapted to meet these pupils' needs. Effective individual education plans and teaching assistants help teachers to focus the work well when the pupils are in the classrooms. The school draws on support from many local agencies very effectively to ensure all of the pupils' particular needs are catered for. Good leadership of pupils for whom English is an additional language ensures pupils are quickly assessed. Specific programmes of study allow pupils to make rapid progress.

Governors lead and manage the school well. The governors have been particularly effective in assisting the school to improve its accommodation for all pupils. They have been amazingly committed to supervising the building of the new school. For example, they went to visit other schools to find out about the problems they had had with building projects. Governors have good understanding of the strengths of the school but they are not as clear as they could be about the standards pupils attain. The governors keep a careful watch on spending, and resources are used well. Overall the school gives good value for money.

Grade: 2

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INSPECTION JUDGEMENTS

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2
The standards reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community.	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Howes Community Primary School
Palmero Avenue
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8 June 2005

Dear Pupils

Thank you for helping us find out about your school when we visited. This letter is to tell you some of the important things we saw and heard about.

We were really impressed with the kind way the headteacher and staff look after you and encourage you to lead safe and healthy lives. All members of staff work hard to make sure you are happy at school. Since your last inspection your headteacher and teachers have made some successful changes. All of these have made your school a better place to learn. One of the most important things she has done is to develop more chances for you to use your writing skills.

Teachers teach you well and so most of you make good progress. Teachers spend a lot of time planning lessons so that they are interesting. They explain ideas carefully and in most classes they make sure you are all challenged. However, in Years 1 and 2 some of you are not always getting work that really makes you think hard. Teachers and teaching assistants effectively help those of you who find some learning difficult. We have suggested that teachers can help you to learn better if, when they mark your work, they tell you about what you have done well and what to do to improve next. The 'Buzz Days' sound really exciting and you are lucky to have so many clubs to go to after school.

Keep up the good work at Howes School.

Yours sincerely

Mrs Jackie Cousins
Lead inspector (on behalf of all the inspectors)



HOWES COMMUNITY PRIMARY SCHOOL

Inspection report for early years provision

Unique Reference Number 134426
Inspection date 6 – 7 June 2005
Inspector Jackie S Cousins

Setting address Palmero Avenue
Coventry
CV3 5EH

Telephone number 02476 411711

E-mail

Registered person Pauline Davies

Type of inspection Care

Type of care Out of School

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the national standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Keep Out of School Club opened in 1999. It operates from a class room, hall and corridor within Howes Primary School in the Cheylesmore area of the City. There is a secure playing field and playground for outside play. The group serves children who attend the school and live in the local and surrounding areas during term times. Holiday provision is primarily for children who attend the school. Surplus places are offered to families who live in Coventry and surrounding areas.

There are currently 65 children from 4 to 11 years on roll. Children attend for a variety of sessions. The setting supports children with special needs, and who speak English as an additional language.

The group opens 5 days a week during school term times from 07:45 until 09:00 and 15:15 until 18:00. Sessions are from 08:00 until 17:39 during school holidays.

Four full time staff work with the children. Three of these have early years qualifications to NVQ level 3. The other member of staff is currently working towards a recognised play work qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION**Helping children to be healthy**

The provision is satisfactory.

Children are learning about good hygiene practices and are encouraged and supported in developing self-help skills with regard to personal hygiene. They benefit from the variety of nutritious meals offered and creative activities and posters encourage their interest in a healthy diet.

Children's health is safeguarded through the setting's policies, procedures and records. These are generally satisfactory; however medication records do not give details of medication administered. Furthermore, staff are unclear about regulations regarding serious injury and notifiable diseases.

Children benefit from regular opportunities to exercise and practise gross motor skills, with effective use made of the outdoor area for physical activities and team games.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move freely and independently around the indoor setting, which is clean and safe. Staff have an awareness of risks to children's safety and have taken steps to identify and remove hazards in the setting. However, not all safety procedures are appropriately implemented, particularly with regard to use of the outdoor area.

Children are able to freely access an extensive and balanced range of toys and equipment; these are clean, well maintained and safely stored.

Children's protection from abuse and neglect is promoted through the staff's detailed knowledge of signs, symptoms and reporting procedures. The child protection policy is shared with parents; however it does not detail the procedure to be followed in the event of allegations being made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are able to engage in a broad and balanced range of activities, which helps them make progress in all areas of development. They are learning to make choices and are encouraged to contribute to the selection of new resources. Their self-reliance is fostered as they are able to access toys and most equipment freely and independently.

Children are given many opportunities to explore and investigate and use is made of the outside area to develop interest in the natural world. Children benefit from frequent play and learning opportunities outside the setting, for example, visits to local parks and museums and theatre and cinema trips.

The children are able to work cooperatively and purposefully together. For example, a group of mixed age children devised and implemented a knockout tournament for the table football set, developing their skills of negotiation and compromise.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for as individuals, with their different needs acknowledged and valued. They are able to freely access a meaningful range of activities and resources to promote a positive view of the wider world and to increase their understanding of others.

Children play harmoniously together. Their behaviour is good and they are involved in negotiating the goals and boundaries for the setting. However, they are not always provided with appropriate equipment or good examples to encourage socially acceptable behaviour at mealtimes.

Children benefit from consistency of care through the strong partnership with parents, who are very warmly welcomed into the setting.

Organisation

Organisation is satisfactory.

Children benefit from the well planned use of space, which is creatively organised to accommodate a wide variety of activities & experiences. Their self-esteem is enhanced by the attractive displays of their creative work and a sense of belonging is fostered through the use of personalised equipment and displays of photographs and birthdays.

Children's sense of security is promoted through the well organised daily routine and through the consistency of the staff team.

Children's welfare is generally safeguarded through the setting's policies, procedures and records. However, the attendance registers lack consistent recording of arrival and departure times and the lost children policy does not consider off site visits.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous care inspection recommended that records, policies and procedures be implemented or amended to ensure the children's safety and well-being. The setting has made progress towards this, however some attendance and medication records are incomplete and do not sufficiently safeguard the children's welfare.

The previous care inspection recommended that resources to promote equality of opportunity and disability be developed. The setting has developed its resources and the children are now able to freely access a meaningful range of activities and resources to increase their awareness of diversity.

Complaints about the childcare provision

There are no complaints to report.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

Being Healthy

- ensure that medication records give details of administration and are countersigned by parents

Staying Safe

- ensure that all gates are closed before allowing children access to the outdoor area

Organisation

- ensure that arrival and departure times of staff and children are recorded on a daily basis
- ensure that the lost child policy includes off site visits.

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