



# Cotwall End Primary School

## Inspection Report

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**Unique Reference Number** 103810  
**LEA** Dudley  
**Inspection number** 276996  
**Inspection dates** 15 September 2005 to 16 September 2005  
**Reporting inspector** Tom Shine RISP

This inspection was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Cotwall End Road
<b>School category</b>	Community		Sedgley
<b>Age range of pupils</b>	5 to 11		Dudley, West Midlands DY3 3YG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01384 818730
<b>Number on roll</b>	450	<b>Fax number</b>	01384 818730
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Miller
<b>Date of previous inspection</b>	3 April 2000	<b>Headteacher</b>	Ms Nicole Anderton

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Cotwall End is a large primary school that serves an advantaged residential area of Sedgley in Dudley. About a quarter of pupils come from less advantaged areas. Most of its pupils are White British with very few pupils from minority ethnic backgrounds. Some of this minority speak English as an additional language but none are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is below average, as is the proportion entitled to free school meals. When pupils start school their skills and knowledge are more developed than most pupils of a similar age except in mathematics.

The present headteacher has been at the school for just under two and a half years. The school has experienced a high turnover of staff which has affected its effectiveness but this has now stabilised.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it might reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: raising standards in English, mathematics and science in Years 3 to 6, pupils' achievement by the time they leave school, and in the consistency of teaching.

The school is not as effective as it believes because although pupils' standards in English, mathematics and science are generally at the level expected for their age in Year 6, they are not as high as they should be. Many of the pupils in Years 3 to 6 are underachieving because the quality of teaching is not consistently good enough.

Pupils perform well in subjects such as art, music and physical education, particularly in sporting activities. Most pupils enjoy school and behave well. However, some allow their attention to wander in lessons and on these occasions their behaviour is not up to the mark. The school places good emphasis on developing healthy attitudes to lifestyles, such as what to eat. There is a wide variety of activities outside the school day that pupils are keen to take part in.

The quality of provision in the reception classes is high. Pupils make an outstanding start to their education because of excellent teaching and achieve very well by the time they are ready to enter Year 1, where they continue to do well until they leave Year 2. However, their progress is patchy in Years 3 to 6 because the quality of teaching is less good.

Leadership and management are satisfactory but the school's view of its effectiveness reflects too positive a view in the light of the underachievement in Years 3-6. The school does know what needs to be done to improve. It has made satisfactory progress since its last inspection and has the capacity to improve further. It provides satisfactory value for money. Nevertheless, in accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it might reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to: raising standards in English, mathematics and science in Years 3 to 6, pupils' achievement by the time they leave school, and in the consistency of teaching.

### What the school should do to improve further

- improve teaching in Years 3 to 6 so that the high standards in the Foundation Stage and in Years 1 and 2 can be maintained and improved upon.

## **Achievement and standards**

### **Grade: 4**

Pupils make a very good start to their education in the reception classes. Because of their very good progress nearly all the pupils do as well as they can by the end of the reception year. In Years 1 and 2 they continue to build on this good progress and by the end of Year 2, standards are substantially above what they should be in reading, writing and mathematics.

However, the progress pupils make from Years 3 to 6 is patchy so that by the end of Year 6, standards have dropped and although they are at the levels normally expected of their age, they are not as good as they should be, as they do not build on their very good beginning. The school has accurately identified mathematics as the weakest area and in most need of improvement. This is because teaching has not enabled pupils, including those with learning difficulties, to make the progress that could reasonably be expected in Years 3 and 4, leaving too much to catch up in the final years. The most able pupils in particular do not do as well as they could. The school has put in place suitable measures to remedy it, which have not had sufficient time to make a full impact on standards, although provisional test results for this year show a slight improvement compared to 2004. The school judged achievement and standards to be satisfactory, but inspectors judge them to be inadequate as older pupils do not do as well as they should considering the very good start they make.

The school has maintained high standards in subjects such as physical education, including sport, and music, and pupils gain significantly in maturity and confidence from these opportunities and experiences. There is an excellent orchestra that is a delight to listen to.

## **Personal development and well-being**

### **Grade: 3**

Most pupils enjoy school and are enthusiastic when participating in activities. In Years 1 and 2 pupils' good attitudes and behaviour enable pupils to gain in confidence in a productive and safe learning environment, but some older pupils lack maturity and an awareness of self-discipline in the classroom. Around the school, pupils are sensible and their good attitudes and behaviour allow the school to operate smoothly and effectively. There is very little bullying and pupils are safe and say that they feel safe. Pupils' spiritual, moral, social and cultural development is satisfactory. They learn to respect each other and develop an understanding of other faiths, and their own place in the world. The school gives clear guidance on how to behave and most pupils are recognising their rights and responsibilities through the school and their increasing involvement in initiatives such as class councils and assemblies. Pupils realise the importance of healthy eating, which the school promotes well. In addition to music, art also plays a significant role and pupils are developing awareness of other cultures and races through festivals and assemblies.

Attendance is satisfactory. The taking of holidays in term-time affects some pupils' attendance significantly, despite the school's good procedures. A few pupils do not

attend regularly which affects their progress and enjoyment of school. Too many parents find it difficult to get their children to school on time which unsettles them at the beginning of the day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. School records of pupils' progress indicate that the quality of teaching, particularly in Years 3 to 6 has improved since pupils took the 2004 national tests, but it has not improved to a sufficiently high level to ensure pupils' progress is good. Much of teaching is good but because there is too much variation in quality in Years 3 to 6, pupils do not make consistently good progress throughout their time in the school. As a result, many pupils, although attaining average standards, are not doing as well as they should. The weakest teaching, which the school has identified, has been in Years 3 and 4. The school's good assessment data confirm that pupils in these year groups in the past have made inadequate progress. These weaknesses have been remedied through staff changes, but the gaps in pupils' knowledge are too great in the older classes to make up fully for the earlier weaknesses. Currently, most pupils are making satisfactory progress.

In the reception, Year 1 and Year 6 and in music, teachers' subject knowledge is good. In the reception, pupils enjoy a cracking start to the day because their work is very well planned enabling them to choose a variety of interesting activities to improve their learning which is outstanding. Teaching in some classes in Years 3 to 6 is not as effective because it lacks flair and lessons meander at too slow a pace allowing the pupils' concentration to wander. On these occasions, a few pupils' behaviour deteriorates. In the best lessons such as in some classes in Years 4, 5 and 6, very good relationships and secure class management help to create the right atmosphere for learning. The work is well matched to the pupils' differing needs and it challenges them so that they respond and learn well. But this is not the case consistently in all lessons. In a few, the work could be more challenging and inspiring to stretch all the pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall including appropriate provision for religious education. The teaching of information and communication technology is enhanced through a dedicated suite and interactive whiteboards in the classrooms. The school provides well for health education and focuses on the healthy eating initiative. Pupils also receive the recommended two hours of physical education each week. In the Foundation Stage, the curriculum meets the needs of pupils very well in all areas of learning. In the rest of the school, planning is developing satisfactorily, and work at an appropriate level is provided for pupils with additional learning needs.

The school offers pupils a good variety of enrichment activities that help their learning. They participate enthusiastically in a wide range of out of school activities including successful sports teams and an over-subscribed after-school club. A wide range of visits and visitors add to pupils' experience and enjoyment.

## **Care, guidance and support**

### **Grade: 3**

From their first welcome into the school, pupils and parents appreciate the staff's care and pupils feel safe and well supported. Pupils feel no threat from bullying and supervision during lunchtimes is sufficient and skilled to anticipate problems. Health and safety procedures are under review and risk assessments are being developed. The number of minor accidents is above that normally found because there is insufficient hard-standing playground space for the number of pupils on roll. There are effective links with parents, carers and support agencies to ensure that pupils' needs are well understood and action plans are matched to the individual child. There is a very open and committed approach to educating more vulnerable children who are fully included in the school. The support of pupils with learning difficulties and disabilities is good. The school has good procedures to check on pupils' progress and it is increasingly using the data collected to improve standards.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall with several good features. The headteacher has good knowledge of the strengths and weaknesses of the school. Following many staff changes, including the appointment of a new deputy head, the headteacher has worked hard to ensure that all staff are committed to a common sense of purpose. There is a good atmosphere in the school in which all staff are committed to improvement. Measures to bring about improvement in pupils' standards and achievement, including monitoring, support and training, are beginning to bear fruit although they have not yet made a full impact on improving standards. The headteacher and her senior team know that the key to achieving these aims depends on securing a consistently good quality of teaching.

To this end, training for senior staff in monitoring teaching and pupils' standards has been introduced and there are good procedures to track pupils' progress. The school improvement plan reflects the headteacher's clear awareness of the issues that need to be addressed and the strategies to bring about effectiveness.

The governors are very supportive of the school and many give of their time willingly. The chair of governors has a good understanding of the school's strengths and weaknesses and since the appointment of the headteacher the governors have been much more involved in preparing the school improvement plan.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

## **Text from letter to pupils explaining the findings of the inspection**

Cotwall End Primary School Cotwall End Road Sedgley Dudley West Midlands, DY3 3YG

30 September 2005

Dear Pupils

Thank you very much for all the help you gave to the inspectors when they came to your school. We liked being in the school and talking to you and your teachers and coming to your assembly. We know that you will be interested in what we thought about your school.

These are the things we liked most about your school.

when you first come to school in the reception you make a very good start to your education and do very well

You do very well in subjects such as physical education, especially sport, and music

most of you enjoy school and are enthusiastic when doing activities, including those that take place outside of the school day

you are taught to realise the importance of eating healthily

you told us you feel safe and well supported

But to make things even better we have suggested two things the school should act on.

we think you could make much better progress in English, mathematics and science

we want the quality of teaching and learning to be good throughout the school

Yours sincerely

Tom Shine Lead inspector