



# Coates Way JMI and Nursery School

Inspection Report

**Unique Reference Number** 117340  
**LEA** HERTFORDSHIRE LEA  
**Inspection number** 280050  
**Inspection dates** 17 January 2006 to 18 January 2006  
**Reporting inspector** Mrs. EILEEN CHADWICK LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Coates Way
<b>School category</b>	Community		WD25 9NW
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01923670341
<b>Number on roll</b>	255	<b>Fax number</b>	01923674905
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Richard Goodman
<b>Date of previous inspection</b>	24 January 2000	<b>Headteacher</b>	Mr. Simon Marriot

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 17 January 2006 - 18 January 2006	<b>Inspection number</b> 280050
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized primary school draws its pupils mainly from the local area. They enter the school with average attainment. Children attend the Nursery part-time and two-thirds of these then enter Reception. The proportion eligible for free school meals is average. The proportion of pupils with special educational needs is also average. There have been several headteachers since the previous inspection but the present headteacher has now been in post for two years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good and improving school, providing good value for money. This is also how the school judges itself. Parents think highly of the school. Standards and progress have improved since the current headteacher was appointed. Pupils make good progress and reach above average standards in English and mathematics by Years 2 and 6, although standards are still average in science. This is because the school's main focus has been on improving English and mathematics. Children in the Foundation Stage make satisfactory progress but, in the Nursery, their progress in reading is less consistent than in other areas. Pupils with special educational needs make good progress throughout the school, with particularly good progress in Years 2 and 6. Pupils' personal development is good because the school has put good systems in place to support them and their views are valued. Pupils are happy and enjoy school. Their attendance is satisfactory. The overall quality of teaching is good with some that is outstanding. The good curriculum enables pupils to learn through a stimulating and enjoyable range of activities. The headteacher provides very good leadership and, together with the hardworking and dedicated staff, has achieved much in a short time. The substantial improvements for checking the school's work are helping staff to improve pupils' achievement following a decline in the few years after the last inspection caused by the turnover of staff. The issues from the previous inspection have been successfully tackled due to the rapid progress made in the last two years. The school has a good capacity to continue to improve.

### What the school should do to improve further

- Raise standards in science so that they match those in English and mathematics.
- Improve the consistency of children's progress in reading in the Nursery.
- Continue to improve children's progress in the Foundation Stage so that it matches that of Years 1 to 6.

## Achievement and standards

### Grade: 2

Overall, pupils' achievement is good. It is satisfactory in the Foundation Stage and good in Years 1 to 6. Children in the Nursery make good progress in mathematics and personal development. Their progress in language and literacy is satisfactory, although progress in acquiring the range of skills for reading is not always systematic. By the time the children leave Reception, most reach the levels expected in the areas of learning. Pupils' faster rate of progress in Years 1 to 6 enables them to reach above average standards in English and mathematics, although standards in science are average. The school sets challenging targets but did not quite meet them for more able pupils in 2005 in English and mathematics. More capable pupils and pupils with special educational needs achieve well. Pupils' achievement has improved well in Years 1 to 6 in the last few years.

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

### **Grade: 2**

Pupils' personal development and well-being are good, with the result that a happy and friendly school welcomes all who come into it. Most pupils behave well and are polite to visitors. Pupils say they are treated fairly and that adults will listen if they have a problem and help them to sort it out. They enjoy school and are keen to join in most school activities. Attendance is average and pupils arrive on time. Pupils understand how to lead safe and healthy lives because of an effective study programme for personal, social and health education. For example, pupils are taught effectively about the dangers of crossing roads. School sport is emphasised so the pupils stay fit. A strong emphasis on the teaching of literacy and numeracy contributes to pupils' economic well-being. Pupils are learning to make decisions together and work in small teams. Pupils' spiritual, moral, social and cultural development is good. Pupils know the rules and say they are effective. The school council has had a large impact on improving the school meals. Pupils make a good contribution to the community, such as regularly inviting the elderly into school for lunch.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The school accurately identifies key strengths and areas for improvement in teaching but is too modest in evaluating the overall quality of teaching as 'satisfactory'. Teaching is satisfactory in the Foundation Stage with good examples in the Nursery. It is good in Years 1 to 6, with outstanding features in Years 2 and 6. In the outstanding lessons seen, pupils were taught in setted ability groups and made rapid progress in acquiring and applying mathematics skills. The teachers' strong subject knowledge and excellent use of assessment to match pupils' work to their needs ensured that pupils of all abilities were challenged throughout all parts of the lessons. In the rest of the school, pupils are well managed and very thorough assessment usually ensures that work is well matched to pupils' previous skills. Teaching assistants are well briefed and are an asset in helping pupils to learn.

### **Curriculum and other activities**

#### **Grade: 2**

The school's curriculum is good, with strengths in literacy and numeracy. Pupils' work is varied and effective time is given to subjects. The displays of design and technology throughout the school indicate some good progress and the school's recent initiatives for improving this subject have had a good impact on pupils' learning. The school works hard to make pupils' learning relevant and enjoyable. For instance, practical days in mathematics have enabled the pupils to improve their skills and enjoyment of the subject. Effective provision for the arts includes opportunities for pupils to learn to play a range of musical instruments and they have many opportunities to sing and

perform in the school's musical productions. Pupils enjoy a good range of after school and lunchtime clubs, including in sport. Resources for information and communication technology are adequate and improving. Children in Foundation Stage enjoy an appropriate range of learning activities.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Children in the Nursery and Reception settle well because they are well supported. Teachers and teaching assistants know all pupils well and work effectively to ensure pupils are safe and healthy. Child protection procedures are in place. Pupils speak highly of their teachers and say they feel very well looked after. High quality support and care ensure that pupils are enthusiastic and want to learn. The requirements of pupils with special educational needs and those with English as an additional language are carefully identified and these pupils are given effective support. The school works closely with external agencies to ensure the needs of these pupils are met. The monitoring in Reception of pupils' achievement in reading has improved recently. However, the recording of reading skills in the Nursery is not yet as systematic.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. Parents are generally very pleased with the school and hold it in high regard. Very good leadership provided by the headteacher has ensured that the school has improved after the unsettled period soon after the previous inspection. He has identified key priorities and put very effective management systems in place to make improvements happen. New approaches to the collection of information to check pupils' performance and informed observations of the quality of teaching are having a good impact on improving teaching, learning and pupils' progress. The school rigorously analyses its performance and quickly addresses any inadequacies. It takes good account of the views of pupils and parents in checking how well it is doing. The headteacher has successfully harnessed staff's talents and there is a good senior management structure. Leadership of Key Stages 1 and 2 is particularly effective. Subject leadership is good and there are good systems to ensure that these managers develop their leadership and subject skills. Governors are well led by the chair and are effective in their roles. The school has above average financial reserves. This is appropriate because significant improvements to the building and computer resources are taking place. In the light of the fast progress made over the last two years, the school has a good capacity to further improve.

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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>	<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>	2	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	3	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	2	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**

Thank you so much for welcoming us into your school. We enjoyed our time with you and would now like to tell you what we found out about your school: - We think you do well and try really hard at all times. - The school is a happy place because you are so friendly and you behave well. - You are making good progress in your reading, writing and mathematics. - Your headteacher and teachers work hard to make sure your school is a good one. - You always know your lesson purpose and how you can make your work better. - You have interesting work and exciting school clubs. - Your design and technology work shows you have very good ideas and take great care when making your inventions. - The school council helps the school to improve. We have suggested three things that would help your school do even better. Staff should: - Help you to achieve the same good standards in science as you do in English and mathematics. - More regularly help those of you in the Nursery to learn to read. - Help you to make as much progress in Nursery and Reception as in the rest of the school. We would like to thank you once again for all your help. We wish you well in the future.