

Courthouse Green Primary School

Inspection report - amended

Unique Reference Number	103640
Local Authority	Coventry
Inspection number	286713
Inspection dates	16–17 May 2007
Reporting inspector	Barbara Crane

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	463
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	Janet Price
Date of previous school inspection	1 July 2002
School address	Bell Green Road Coventry CV6 7GX
Telephone number	024 76688022
Fax number	024 76668542

Age group	3–11
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This very large primary school serves an area in which many families face challenging circumstances. Many ethnic groups are represented in the school. Indian pupils form the largest group after White British pupils. There are a few pupils from families of refugees or asylum seekers. There is a higher-than-average proportion of pupils with learning difficulties and disabilities. More pupils at this school are learning English as an additional language than in most schools. Children's attainment when they start school is lower than might be expected for their age

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. Standards are below average by the time pupils leave and achievement is satisfactory. Some groups of pupils move ahead more quickly than others and pupils' progress across the school is uneven. The provision for children in the Foundation Stage is good and so they come on in leaps and bounds. Most are on track to mainly meet the expectations for their age by the time they start in Year 1. In Years 1 to 6, most girls and pupils who receive extra support because of their complex needs usually make progress more quickly than boys and more-able pupils. Some inconsistencies in the teaching, which is satisfactory overall, result in lapses in progress. Significant factors are the inconsistent levels of challenge for pupils, the checks on how well pupils are doing, adapting work for different capabilities and ensuring that pupils know what they are aiming for. Pupils' personal development and well-being are good because of teachers' good relationships with pupils and mainly high expectations of behaviour. Pupils enjoy school and take good steps to improve their community. They choose to eat healthily and know why keeping active and safe are important. The good range of activities outside lessons and planning for pupils' learning about how to deal with everyday problems build pupils' confidence well. The curriculum, while satisfactory, is not always sufficiently fine tuned to fully meet every pupil's needs and interests. Even though this is such a large school, the well-being of individual children counts. The school cares for pupils well and the very good links with a large number of specialist agencies support the most vulnerable children well. Even so, the care, guidance and support for pupils are not better than satisfactory because pupils do not get clear enough guidance about how to improve their learning. Leadership and management are satisfactory. Senior leaders have a very clear and accurate view of how well the school is doing and what needs to be improved. Some initiatives have made a difference because they have been carried out consistently, for example, in improving pupils' behaviour. Skills in monitoring, evaluation and analysis of data that lead to taking appropriate action are not sufficiently well honed at all levels of management. This means that, at present, the school's capacity to improve is not better than satisfactory.

What the school should do to improve further

- Raise achievement and standards in Years 1 to 6, particularly for more-able pupils and boys.
 - Improve the consistency with which teaching provides challenge, uses assessments to adapt work for different abilities and provides guidance for pupils on how to meet appropriate targets.
 - Improve leaders' and managers' skills in finding out where strengths and weaknesses lie, acting to bring about improvement for pupils and checking how well initiatives are working.
- A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The achievement of children in the Foundation Stage is good and it is at this stage that progress is most consistent. Children gain ground at a good rate from their starting point. By the time they leave the Reception year their attainment is close to the expectations for their age. The exception is in communication, language and literacy because they have more ground to make up in this aspect of learning. In the rest of the school, pupils' achievement is satisfactory but

not sufficiently consistent to guarantee better progress. Standards are broadly average in Year 2 but pupils' progress from the Foundation Stage is uneven. Last year and again this year, the Year 6 classes of pupils have included a high number of pupils with learning difficulties and disabilities. The current picture shows that Year 6 pupils are on track to reach standards that are below average, reflecting the picture in 2006. Records of their progress show that they have made satisfactory progress. Pupils who are learning English as an additional language are represented in all ability groups and their progress is similar to that of others. Pupils' progress is speedier for some groups of pupils, across Years 1 to 6. There are times when more-able pupils do not do their best because expectations of these pupils vary. Boys do not do as well as the girls and the gap widens as they become older. Pupils with complex learning difficulties or disabilities often make good progress because of the effective extra support that they receive. The progress of other pupils with learning difficulties varies more widely because their needs are not always taken fully into account by class teachers.

Personal development and well-being

Grade: 2

Children's personal, social and emotional development gets a good boost in the Foundation Stage. Pupils enjoy school and say that it is easy to make friends. Good relationships exist between pupils from different ethnic groups and backgrounds and they are polite and considerate of others. Attendance is satisfactory and has risen through the school's efforts to improve it. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Behaviour is good for nearly all pupils. They know how to make the right choices when faced with difficult situations. As one pupil put it, 'The most important thing we've learned is how to deal with real-life problems.' They use what they have learned about eating healthily and keeping fit and safe. Pupils say that the play equipment provided by the School Council has helped the atmosphere at lunchtime considerably. Pupils are keen to make a difference to their school and the wider community. Those who are trained as Playground Pals, for example, perform a valuable role in helping others find friends and resolving disputes. Pupils' increasing confidence prepares them well for the next stage of their education but their literacy and numeracy skills are not at a sufficiently good level to give them a better-than-satisfactory springboard for success in the future.

Quality of provision

Teaching and learning

Grade: 3

Children get off to a fast start in the Foundation Stage because of good teaching. Activities are set at the right level to ensure children's good progress. Adults take into account how different children prefer to learn and there is plenty to engage boys' interest and so they make good progress. Good relationships between adults and pupils are seen throughout the school and create a happy atmosphere. Teachers mainly have high expectations of behaviour and so classrooms are generally calm. There are times when boys' engagement in learning wanes when the pace of lessons is too slow and they are not actively involved in practical activities. This slows their progress. Some teaching uses information gleaned from assessments to pitch work at the right level for pupils' different capabilities. This is not always the case and so progress, particularly for more-able pupils, falters at times. Teachers sometimes give good guidance, either through talking to pupils or through marking their work, about what needs to improve next time, but this is not consistently the case. All of these factors slow pupils' progress,

including those who are learning English as an additional language, from being at its best. Pupils who receive extra support because of the complexity of their learning difficulties or disabilities make good progress. This is because the support is well planned and focuses closely on the next small steps in their learning.

Curriculum and other activities

Grade: 3

The Foundation Stage curriculum meets the needs of different children well but in other parts of school it is not as well adapted for pupils' different abilities so that all can make good progress. The school's recent initiative to improve the curriculum for Year 1 to 6 pupils, so that it better interests boys through more practically based activities, is showing early signs of improvement. Year 1 pupils, for example, work animatedly to create a model of an island, and use the geographical vocabulary they have learned as they do so. A good range of extra activities supports the curriculum and many pupils take part, particularly in sport. Pupils' learning also benefits from the residential visits. The good planning for pupils' personal and social development and learning about health and safety pays dividends in helping pupils to grow up with a good sense of confidence in these areas.

Care, guidance and support

Grade: 3

Safeguarding of pupils is secure and pupils say that they feel safe in school and know who to turn to if they have problems. Help for the most vulnerable pupils is good and advice and support from outside agencies is sought and acted upon quickly when necessary. The guidance given to pupils to do their best in their work is not as effective as that for their personal development. The system for setting targets for pupils is not yet fully enabling pupils do their best because some pupils are unsure of what they are aiming for. The support for pupils with learning difficulties and disabilities is satisfactory but not sufficiently consistent in quality to promote all pupils' good progress. This is because some planning in lessons is not adapted well enough.

Leadership and management

Grade: 3

Sound self-evaluation means that the school knows what it needs to work on next. Leadership and management give good support to boosting pupils' personal development. There is satisfactory capacity to improve, reflected in the way in which pupils' previous concerns about behaviour and relationships between pupils have been tackled and dealt with. The most senior leaders and managers give a good direction to the school and have a clear view of its priorities. Skills in closely checking on data and teaching and learning are not sufficiently widespread amongst other levels of the staff. Consequently leadership and management are not yet fully effective in supporting consistency in teaching and pupils' progress. Roles and responsibilities have been re-organised over the past year and a programme of professional development is in place to build competence in this direction and this is working. Most parents are pleased with what the school provides for their children, and the school's partnership with them, as well as with external services effectively promotes pupils' well-being. Governance is satisfactory and all statutory duties are fulfilled. Many governors are new and their role in asking questions to challenge the school about its performance is developing satisfactorily.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Courthouse Green Primary School, Coventry, West Midlands CV6 7GX

Thank you for welcoming us when we visited your school recently and helping us with our work. You told us that you enjoy going there and we judged it to be a satisfactory school. This is what we found out while we were with you.

- You achieve satisfactorily because of sound teaching and a satisfactory curriculum, but you do not reach the standards expected for your age.
- You told us that you enjoy school and we could see that you do. We are glad that you eat healthily and know how to keep fit and safe.
- You are growing up as polite, well-behaved young people who know how to make the right choices. We could see how well everyone gets on together. Well done!
- The staff are kind and make sure you are safe. They help you to deal with any everyday problems that you meet.
- Your teachers and the people in charge are doing a sound job. They work hard and know what to do to help the school improve.

These are the things that we have asked the adults to do to make the things even better for you.

- Make sure that work is at just the right level for all of you and that it is a bit harder for some of you at times.
- Help the boys do as well as the girls and make sure that you all know what to do to improve your work.
- Make sure that people in school find out where things are going well for you and where things are not so good. After finding out and trying to make things better for you, people can then check if you are getting better in your work. We wish you all the very best for the future.

Yours sincerely

Mrs Barbara Crane (Lead inspector)