



Earlsdon Primary School

Inspection Report

Unique Reference Number 103641
Local Authority Coventry
Inspection number 286714
Inspection date 4 October 2006
Reporting inspector Hazel Callaghan

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

Type of school	Primary	School address	Earlsdon Avenue North
School category	Community		Earlsdon
Age range of pupils	4-11		Coventry CV5 6FZ
Gender of pupils	Mixed	Telephone number	024 76672917
Number on roll (school)	389	Fax number	024 76670732
Appropriate authority	The governing body	Chair	M Kerr
		Headteacher	S Roberts
Date of previous school inspection	24 September 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Earlsdon Primary is a large school. Whilst most pupils are of White British heritage a significant proportion are from minority ethnic groups. A few pupils are in the early stages of learning English. A less than average proportion of pupils have learning difficulties or disabilities. Three pupils attend Earlsdon part time and also attend a local special school for some of their education; two are on the school roll and one on that of the special school. When children enter the Reception they have better than expected skills and knowledge.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Earlsdon Primary is a good school with several outstanding features. All staff have high expectations of themselves and of their pupils. One parent summed up the school by writing, 'Earlsdon is a great school that looks after the children's social as well as educational needs'. The headteacher and senior staff have a sharp understanding of the school's strengths and weaknesses and set appropriate targets for its further improvement. The outstanding governing body keeps the school on its toes and is an integral part of the school's success.

As a result of good skilled teaching and their eagerness to do well, pupils achieve well and attain well above average standards. Children make a good start to their education in the Reception but until recently this was not sufficiently built on in Years 1 and 2. This was because assessment procedures were not sharp enough in these year groups so pupils' progress was not tracked in sufficient detail. This resulted in teachers having too low expectations of what pupils might achieve. This is now improving and standards are rising once more. It is in Years 3 to 6 that pupils really begin to make rapid progress. By the end of Year 6 standards are significantly higher than the national average, particularly in English and science. Progress in English has surged ahead because the school has successfully focused on raising standards in pupils' writing. Standards and the rate of progress in mathematics are not quite as high as in English because teaching is not as effective. However, the school has already started to give more attention to improving this area. Those pupils who are at an early stage of learning English make good progress because specialised support is given which enables them to develop a satisfactory understanding of the language fairly quickly.

Pupils' high academic skills and good personal development prepare them well for their next stage of education. Pupils of all abilities and backgrounds are well served by a curriculum that effectively stimulates their interest and motivation to learn. Pupils with learning difficulties make good progress because their individual targets are well focused on the next stage of their development.

Many aspects of pastoral care are outstanding. Pupils' academic support is very good in the older classes but at its early stages of development in Years 1 and 2. The older pupils are effectively engaged in evaluating their own work and are given a good understanding of how they can improve. Many additional activities and links with other schools enrich the pupils' activities and promote their good understanding of how to be healthy and safe.

What the school should do to improve further

- Raise standards and progress in mathematics so they equal those in English and science.

Achievement and standards

Grade: 2

Pupils' achievement is good and standards are above average. In English they are excellent because pupils make exceptional progress in both reading and writing through the school. This very good progress starts in the Reception Year, where children of all abilities make good progress so that by the time they transfer into Year 1 most are confidently working at the standards expected and many beyond. Progress in writing is very good and most children are eager to write and confident of their skills.

Recently standards dipped in Years 1 and 2 because expectations for pupils' progress were satisfactory rather than good. This is changing as new staff are now using more effective assessment systems to check on pupils' achievement and set more effective targets for their progress. Very good progress is made by all pupils in Years 3 to 6 because they are taught well and are effectively involved in evaluating their work. This motivates them to want to do well. By Year 6 standards are often significantly higher than average in English and science. Standards and progress in mathematics are broadly average because teaching is not as effective in promoting good understanding and confidence.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Their spiritual, moral, social and cultural development is also good with particular strengths in pupils' moral and social development. Relationships are very good. The inclusion of pupils in lessons from the local special school has helped many to develop a real understanding of the similarities as well as differences of others.

Behaviour is good. It is often very good in lessons although occasionally behaviour in the playgrounds becomes a little boisterous. Pupils enjoy taking responsibility and carry out tasks reliably. 'Playtime Pals' for example, are effective in giving support to younger pupils and in sorting out minor disputes. Pupils make a positive contribution to their school and willingly work to raise money for a variety of charities. They have a good understanding of the importance of exercise and healthy eating and know how to keep safe. Pupils enjoy school and attendance is high. One boy said he had been to three schools and 'this is the best'.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good through the school. In many lessons it is very good and pupils make significant progress. Good teaching in the Reception Year balances focused teaching activities alongside opportunities to learn through play, so effectively promoting

learning. In Years 1 and 2 teaching has been less effective in the past because there was insufficient focus on how much progress pupils were making and individual lessons did not build sufficiently on past work for pupils to make good progress. That has changed and teaching is now more effective in moving pupils forward. All teachers through the school are skilled at motivating pupils' interest and give clear information about what they need to do to make their work better. There are high expectations for pupils' concentration and involvement. The teaching of mathematics has been identified as less effective than in English and science because teachers' subject knowledge and confidence is not as strong. This is now the focus for improvement. Teaching assistants play an important part in the good progress made by all pupils.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all pupils. In the Reception Year there is a strong focus on developing children's independence and organisational skills alongside more formal tasks, that successfully builds their confidence as well as knowledge and skills. Teachers are developing their planning to provide a more creative range of activities so pupils' interest and motivation are encouraged. Strategies such as 'Flexi Days', where time is given to concentrate on a specific project, are already proving successful but staff recognise there is more to be done to achieve their goal of providing an even more exciting and stimulating curriculum.

The many additional activities, visits to places of interest and visitors in to school successfully extend pupils' experiences. The school's 'Health Week' for example, focused pupils' attention on the many aspects of healthy lifestyles. The range of healthy sandwiches, designed by the pupils, was truly mouth-watering. Links with other schools especially the 'Creative Partnership' are also providing additional opportunities to enhance learning.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Some aspects of the school's pastoral care are outstanding. Pupils' welfare is on the agenda of every senior management team meeting so that pupils who are giving concern are discussed and a consistent approach is planned for their support. Time is given to pupils who need time to talk and they say there is always someone they can go to if they are worried. Assessment systems now focus on each individual so that any lack of progress is identified and support systems are put into place. Targets for future learning are shared with pupils who say they know what they have to do to improve their work. Only in mathematics is this not as effective. Targets for pupils with learning difficulties and disabilities are well written and very personal to the child, and parents are kept fully informed of their progress. Outside agencies are used well to support pupils in the early stages of learning English and those with learning difficulties. The part-time inclusion of children who also attend the local special school is very beneficial to all children involved. Procedures for ensuring pupils' health and safety are well maintained.

Leadership and management

Grade: 2

Leadership and management are good. The lead given by the headteacher is very good. There is a clear focus on high achievement and on the pastoral care of all pupils. Senior managers have distinct responsibilities but their expertise overlaps so a strong overview of school performance is gained. Subject co-ordinators are increasingly playing a more active part in managing and monitoring their subjects. The priorities for improvement are well founded and based on the school's accurate self-evaluation. The impact of action taken to address weaknesses is illustrated by the improved standards in English. The school has a good capacity to improve.

The governing body is exceptionally well organised and well informed and this has enabled them to take a very active part in school evaluation and strategic planning. There is strong partnership between the governors and headteacher, who actively seek the views of parents to further improve school effectiveness.

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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?	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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	2
The behaviour of learners	2
The attendance of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the 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

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.

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	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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

I am writing to say thank you for making me feel welcome in your school and for answering my questions. I really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what I found out about your school.

What I liked about the school

- It is a good school where you are happy and enjoy your lessons.
- You get on very well with each other and with the adults in the school.
- You behave sensibly and are kind to each other.
- You try very hard to do well in your work and are successful.
- You understand the importance of keeping healthy and safe.
- You are given opportunities to take responsibility and you do it well.
- Teaching is very good and teachers do all they can to help you in your work.
- All the adults in school look after you exceptionally well and help you feel safe.
- There are lots of additional activities for you to enjoy that extend your interest and understanding.

What I have asked the school to do now

- To help you make the same good progress in mathematics as you do in English and science.

Thank you again for your help.