

# Potters Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	103659
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	286721
<b>Inspection dates</b>	11–12 July 2007
<b>Reporting inspector</b>	Clive Kempton HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Raynor
<b>Headteacher</b>	Susan Pountney
<b>Date of previous school inspection</b>	27 May 2002
<b>School address</b>	Ringwood Highway Coventry CV2 2GF
<b>Telephone number</b>	024 76613670
<b>Fax number</b>	024 76611211

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Potters Green is a large primary school in the north-east of Coventry. Fifty-one children attend its Nursery. Pupils travel from further afield than the immediate area to attend the school and 34% come from an area of high social deprivation. Most pupils are of White British heritage and about 15% are from a variety of other ethnic backgrounds. When children are admitted to the Nursery, many do not have the skills and knowledge expected of three-year-olds. The number of pupils identified with learning difficulties and/or disabilities is above the national average. The school has the Basic Skills Quality Mark and has recently achieved the Dyslexia Friendly and Healthy Schools Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Potters Green is a good school at the centre of the community that provides a wealth of stimulating opportunities and caters for the needs of the whole child. This view is shared by parents and is reflected in the school's self-evaluation. One parent commented, 'The school has a strong community focus and instils core values of respect for each other and for visiting guests. There is a strong sense of purpose in the school where the children enjoy learning and thrive from the lessons both in the curriculum and in the out-of-school activities'.

Children enter the Nursery with standards below those expected of three-year-olds. They make an excellent start in the Nursery and Reception Year. Their progress is good in Key Stage 1 and satisfactory in Key Stage 2. When pupils leave the school at the end of Year 6, they have caught up from their low starting points and are working at levels close to the national average. This means that pupils achieve well at Potters Green. They do well because the overall quality of teaching is good. Good care, guidance and support are provided for every child. A wide range of opportunities is provided during the school day and through the after-school curriculum. Teachers and teaching assistants know the pupils very well. A normal day at Potters Green provides a huge range of activities for pupils to engage in before school, during lunchtimes and after school. There are even opportunities in the holidays, from dancing to board games, from cricket to electronics.

Whilst the teaching is good overall, the learning objectives in all lessons are not sufficiently clear and this affects the progress pupils make. This is especially the case at Key Stage 2, where some pupils are not always challenged fully. Across the school, teaching and non-teaching staff work tirelessly and come together as a cohesive team for the benefit of the pupils. All are valued for the role they have to play in making the school an exciting place to be, and all obviously enjoy the positive relationships they establish with the pupils. Another reason why Potters Green is a good school is that pupils who need more help with their work or with social problems are quickly identified. Support is provided for them, either from within the school or by using the considerable expertise of local authority and other outside agencies. As a result, pupils with learning difficulties and/or disabilities also make good progress. However, the impact of individual intervention programmes is not consistently evaluated to make sure that pupils make consistent progress, especially in Key Stage 2.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good and is given a high profile throughout the school. As a result, pupils behave well in lessons and at playtimes and adopt very positive attitudes to learning. Pupils want to come to school because they enjoy it. However, the attendance of a minority of pupils has not improved significantly since the last inspection because too many parents choose to take holidays during term time. Older pupils have the opportunity to develop a range of leadership and good citizenship skills by helping younger ones with the lunchtime routines, leading games on the school field at lunchtime, litter picking or being playground pals to support less-confident pupils.

The many strengths in this school arise from good leadership and management. Following a recent re-organisation in September 2006, there is a strong management team, the members of which have been energised and focused by their new roles and responsibilities. All leaders and managers take their new accountabilities very seriously and there is now a stronger and appropriate focus on raising standards. They recognise, however, that there is still work to do,

such as increasing the pace of learning of Key Stage 2 pupils. The school provides good value for money.

### **What the school should do to improve further**

- Ensure that all lessons have clear and measurable learning objectives and, in particular, increase the level of challenge and pace of learning throughout Key Stage 2.
- Refine pupil tracking procedures and ensure that the impact of intervention programmes is rigorously evaluated.
- Improve attendance and ensure that all parents are aware of the impact of taking holidays during term time.

## **Achievement and standards**

### **Grade: 2**

Achievement is good overall and standards are close to the national average. When children enter the Nursery their attainment is below average and has declined since the last inspection, notably in their communication, language and literacy skills as well as their social and emotional capabilities. This decline in attainment on entry is due to the changing profile of the intake. From these low starting points, children make outstanding progress in the Foundation Stage so, by the time they enter Year 1, most of them have caught up. They make good progress in Key Stage 1 and achieve well in English, mathematics and science.

When they start Year 3 most pupils are working at the level expected. As a result of satisfactory progress in Key Stage 2, pupils leave the school with standards that are broadly in line with national averages. Overall, from the time they entered the school, all pupils have made good progress relative to their starting points. The reason for the slower progress in Key Stage 2 is that, in some classes, pupils are not sufficiently challenged, and in others, the learning objectives for lessons are not sufficiently clear or measurable. As a result, fewer pupils than nationally are achieving the higher levels. However, the identification and targeting of groups of pupils for specific support is beginning to have an impact. The 2006 end-of-Year 6 test results showed a slight decline in English and mathematics standards. Importantly, the provisional 2007 results demonstrate that the school has managed to reverse the trend, especially in mathematics. Standards are slowly improving.

From the time children first enter the Nursery, there is a strong focus on developing speaking, listening and reading skills throughout the school. As a consequence, pupils do particularly well in these areas. Writing has become a whole-school focus, along with other local primary schools and one secondary school, and this is also beginning to have an impact on improving the standards of writing. All pupils have curricular targets in English and rise to the challenge of meeting them. Parents are aware of their child's targets too. As one parent commented, 'My daughter understands her targets and achieves well'.

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

### **Grade: 2**

Pupils' tangible enjoyment of school is reflected in their good behaviour, attitudes and the regular attendance of the majority. One parent commented, 'My daughter loves this school and is extremely happy'. Pupils are all very courteous to visitors, opening doors and chatting confidently in the playground. The attendance rate improved after the last inspection. However, it slipped again recently to just below average because of holidays taken in term time. A few

pupils still find it difficult to get to school on time, but new procedures are beginning to improve punctuality.

The school has worked hard to promote the importance of a healthy lifestyle. Pupils make healthy choices for their break-time snacks and at lunchtimes. As a result of the many sporting activities on offer, pupils are developing active lifestyles. Of note are the extensive opportunities at lunchtimes for pupils to keep fit by playing with a range of apparatus and sports equipment. Some pupils not only manage the distribution of these games, but often lead them too.

Pupils' spiritual, moral, social and cultural development is good. They reflect, consider pertinent issues, and confidently share thoughts and feelings. Moral education is strong and strong social development is evident in the good quality of pupils' relationships. Cultural development is enhanced through the curriculum and through the various themed weeks and visits during the school year. Multi-cultural awareness is good, another improvement since the last inspection.

Pupils develop a sense of responsibility through taking on a range of roles helping others. The school council has had an impact on shaping the development of the school. Other pupils develop enterprise skills through their work in producing an impressive school newspaper, 'Potters Press,' where they act as reporters, photographers and editors. Pupils are prepared well for their future economic well-being through secure grounding in reading, writing and mathematics and in their ability to work well together and to lead groups when necessary. Pupils' contribution to the local community is developing, for example, through involvement in such issues as re-cycling and composting.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching is good. The detailed and regular monitoring of teaching carried out by the senior leaders also supports this view. Good features of teaching are evident in all classes, particularly in areas such as behaviour management. However, learning is more effectively promoted in some classes than in others. In the most effective lessons, pupils progress quickly and achieve high standards as a result of teachers' high expectations. The learning objectives are made clear to the pupils and it is evident that all have met the learning intentions by the end of the lesson. Pupils remain focused and attentive throughout the lesson. Teachers' good questioning strategies ensure they know that all pupils are making progress in their skills, knowledge and understanding and help them to identify the next steps in pupils' learning.

Less successful lessons are too focused on a series of teacher-led activities and not enough on what the pupils will learn. Learning intentions are not sufficiently clear or measurable. Insufficient use is made of specific targeted or challenging questioning and some pupils remain unchallenged for too long. In these lessons, particularly in some classes in Key Stage 2, the pace of learning slows.

### **Curriculum and other activities**

#### **Grade: 2**

The quality of the curriculum is good overall. The extra-curricular provision is outstanding. Daily lessons and topics are enhanced by trips to such places as Coventry Priory, the Transport Museum and the Zoo. Year 6 pupils have a valuable opportunity for a residential visit at the local authority outdoor centre in Wales, which contributes much to their personal development.

The curriculum is appropriately tailored to meet the needs of individual pupils or groups of pupils. This is evident, for example, in the numerous intervention groups for pupils needing extra help and in the specific focus on communication, language and literacy skills with Nursery children. During the inspection, pupils were rehearsing for an imminent production of 'Bugsy Malone'. The dancing and singing were of a high standard, staff had high expectations and pupils were really enjoying themselves.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support provided for pupils is good. As a result of the strong, caring environment provided by all teaching and non-teaching staff, pupils feel safe and well cared for. This extends to the wrap-around support provided at the school. Bullying is not tolerated at Potters Green and any reported incident is quickly dealt with. All pupils feel that there is an adult they can turn to who will listen to them. Procedures for safeguarding pupils are robust.

The pastoral support for pupils is strong. Pupils who need additional support of any kind, with their work or pastoral support in the form of counselling, are quickly identified. The range of staff used to respond to pupils' individual needs is impressive, including school staff and outside professionals. Support for pupils on entry to the Nursery, their move to Year 1 and also between Year 6 and the transfer to secondary school is effectively managed and highly regarded by parents. 'The support that was given to my eldest child during transition to secondary school was invaluable'.

Academic support in the form of tracking pupils' progress and identifying pupils in need of additional help with their work, whilst at the early stages of development, is developing well with the appointment of vibrant new staff with specific posts of responsibility. Pupils with learning difficulties and/or disabilities are well supported and make good progress. Intervention programmes for specific groups of pupils are less clearly evaluated at the moment and the school is developing this area as a priority to ensure that all pupils make consistent progress.

## **Leadership and management**

### **Grade: 2**

Leadership and management at all levels are good overall and are characterised by strong teamwork. The success of this collegiality is summed up by one stakeholder who described the school as, 'Adults working together for the sake of the children'. The management structure was re-organised in September 2006 and all post holders now have clear job descriptions and an annual specific job plan. They are held to account for the standards pupils attain in an annual review of their work with the headteacher and deputy. This sharper focus on accountability and standards is already having an impact on the information that post holders have collected through subject monitoring and work trawls. Collectively, the management has a good capacity to drive the improvement agenda and improve standards in the school.

The headteacher leads with determination and purpose. She is always ready to listen to new ideas and to support colleagues. She knows the school well, its strengths and weaknesses and areas for future development. However, the written self-evaluation form (SEF) is insufficiently evaluative and the school development plan is not focused enough on measurable outcomes related to standards.

Governance is outstanding. The chair of governors knows the school inside out and is a regular visitor. Other governors meet regularly with subject leaders, observe lessons and generally support the school with enthusiasm. The governors hold the school to account exceptionally well and action is taken in response.

Parents and other stakeholders who work with the school hold it in high esteem. One parent reported that her son had 'come on in leaps and bounds', and that she would 'definitely recommend Potters Green to any parent'.



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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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	2

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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	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

14 July 2007

Dear Pupils,

Inspection of Potters Green Primary School, Ringwood Highway, Coventry CV2 2GF

Thank you for making me feel so welcome when I visited your school in July. I really enjoyed my visit, talking with you and watching you learn. I thought you would like to know what I found out about your school and how it could get even better.

- I think you go to a good school, and your parents agree.
- You were all very well behaved and willing to talk to me.
- You all seem to enjoy coming to school and your parents told me that you are happy at school and will be sad to leave.
- Your teachers help you feel confident when you move classes or to the secondary school.
- You have a fantastic choice of things to do and games to play at lunchtimes.
- You and your parents think that the after-school clubs are really good and that there are lots to choose from.
- Your teachers work very hard to prepare interesting lessons for you.
- The other adults in the school do a really good job too.
- Those of you who need extra help of any kind get good support.
- Your headteacher and senior staff lead the school well and always do their best to make the school an exciting place in which to learn.
- You all look very smart in your school uniform.
- The older pupils look out for the younger ones and help them around the school.

In order to make your school even better I have asked your headteacher and senior staff to do the following things:

- Make sure that teachers tell you exactly what you are going to learn each lesson and check at the end that you have all learned it.
- Make sure that when you need extra help, that teachers find out if the extra help has improved your understanding.
- Make sure that your parents know that if you go on holiday in term time you may get behind with your work and find it hard to catch up.

Clive Kempton HMI Her Majesty's Inspector