



Coten End Primary School

Inspection Report

Unique Reference Number 130867
Local Authority Warwickshire
Inspection number 293648
Inspection dates 30–31 January 2007
Reporting inspector Rajinder Harrison

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

Type of school	Primary	School address	Coten End
School category	Community		Warwick
Age range of pupils	4–11		CV34 4NP
Gender of pupils	Mixed	Telephone number	01926 491329
Number on roll (school)	427	Fax number	01926 411165
Appropriate authority	The governing body	Chair	Roger Beckett
		Headteacher	Sarah Burbidge
Date of previous school inspection	9 December 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. An above-average number of pupils are from minority ethnic origins but very few are learning English as an additional language. An average number of pupils have learning difficulties and disabilities.

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 school with outstanding features. High commitment and a determination to be the best are evident in the way the school has developed a strong and lively team that inspires pupils to work hard and achieve well. Everyone's contribution is valued and parents are overwhelmingly positive about the school and appreciate the welcoming environment in which their children grow and thrive.

Pupils' personal development is outstanding. They feel very secure and happy at school and trust their teachers. Pupils know that school is important. Their excellent behaviour and very positive attitudes show that they love learning and always do their best. A good curriculum that is well supported through an exciting range of additional experiences fosters in pupils a real confidence to ask questions as they explore new learning confidently. Relationships throughout are excellent and pupils extend kindness and care towards others by helping around the school and looking after each other when difficulties arise. Opportunities, such as being members of the class councils, encourage them to speak up for themselves and take an active role in making decisions. Their fundraising activities and participation in community events help them appreciate their role in the wider world. Pupils understand how to keep themselves fit, healthy and safe. At the end of Year 6, they leave as very mature young people who are well prepared for the future.

Children start in the Reception classes with skills and knowledge that are above the levels normally expected at this age. They make good progress and many exceed the expected levels by the end of the Reception Year. Good teaching results in pupils achieving well and reaching standards that are well above average by the end of Year 6. Pupils with learning difficulties or disabilities are well supported and also achieve well but those who are more able are not always challenged enough to do even better.

The school promotes pupils' personal development very effectively. However, care, guidance and support are only satisfactory because pupils are not given consistent enough guidance on how they can improve their work.

Under the headteacher's strong leadership, the school has improved considerably since the last inspection. For example, rigorous monitoring of teaching has resulted in good teaching. This has led to improved standards, particularly in science, where standards were exceptionally high in 2006. Leadership and management are good, with senior managers and governors being well aware of the school's effectiveness. The school has an accurate view of its performance and is in a good position to improve further.

What the school should do to improve further

- Ensure that the more able pupils are set challenging enough work in all lessons.
- Give pupils better guidance to help them improve their work.

Achievement and standards

Grade: 2

Pupils achieve well. Children start in the Reception class with skills and knowledge that are generally above the expected levels in all the areas of learning, although their literacy skills are average. Through well-designed activities and experiences, they achieve well, particularly in their personal development, and many exceed the expected levels by the end of the Reception Year.

All pupils, including those with learning difficulties or disabilities and those new to learning English, progress well in Years 1 to 6. In the 2006 national assessments, Year 2 pupils attained significantly above-average standards in reading and writing and were above average in mathematics. With the recent improvements in assessment and tracking, current Year 2 pupils are on target to attain standards that are better than those in 2006. Results in the national tests for Year 6 pupils were above average in English, well above average in mathematics and exceptionally high in science. Because the results in English declined in 2006 from those in 2005, the school put strategies in place to rectify this so that standards of work in all subjects are now well above average, and the school is on track to meet its challenging targets.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. As one parent, typical of many, said, 'My children's progress has been amazing to see, especially the development of their own personalities and the growth of their self-confidence.' Pupils' good attendance reflects their enjoyment of school. Pupils gain in confidence and self-esteem as they participate eagerly in the many activities offered. From the Reception Year onwards they become increasingly independent, responsible young learners. Their good basic skills and outstanding social skills prepare them well for the future.

Pupils feel safe and secure and know how to keep themselves safe. They are confident that there are caring adults to turn to when problems arise. Their behaviour is exemplary, especially in the way they settle to independent tasks briskly, keen to do well. Pupils have an excellent understanding of how to live healthy lifestyles. Many attend the sports clubs on offer and choose healthy options at lunchtimes. They take responsibilities, such as being council members, very seriously and are keen to make decisions, for example, in redesigning play areas. They make a good contribution to the wider community through their work for charity. Pupils show a genuine sense of wonder as they respond to celebrations in assemblies and gain a good understanding of different cultures through work in many subjects.

Quality of provision

Teaching and learning

Grade: 2

Good teaching and learning result in all pupils achieving well. Pupils enjoy learning. As some said, 'It is fun to find out new things'. High quality displays remind pupils of previous learning and in most lessons teachers build on this when planning new work. Occasionally, where assessment information is not used well to match work to ability, work for more-able pupils lacks sufficient challenge. Nevertheless, pupils' very positive attitudes keep them engrossed. Where teachers really capture pupils' interest, lessons are outstanding because they are lively, and pupils work relentlessly, listen attentively and have sensible discussions with their classmates. They engage even more enthusiastically when using interactive whiteboards that allow them to follow the presentations more vividly. However, teachers make insufficient use of computers to enable pupils to practise their information and communication technology (ICT) skills regularly in subjects other than ICT. Good support helps pupils with learning difficulties or disabilities and those new to learning English to be fully involved, and excellent relationships give them the confidence to ask for help. Teachers generally mark work regularly and offer positive and encouraging comments but the practice is inconsistent.

Curriculum and other activities

Grade: 2

The curriculum is good. Children's love of school starts in the Foundation Stage, where they benefit from a rich range of learning opportunities, with purposeful play being a core feature. In Years 1 to 6, while a strong and effective emphasis is given to the development of pupils' literacy and numeracy skills, the school also provides a broad range of worthwhile learning experiences. For example, provision in the arts is a strength, and is reflected in the school's recent Artsmark Gold award. Pupils also benefit from first-rate provision for their personal development. Opportunities for pupils to use information and communication technology to support their learning, however, are satisfactory rather than better because teachers do not always incorporate ICT into their planning. The curriculum is enriched through a wide range of visits, visitors and school clubs, which pupils enjoy immensely. After visiting an organic garden centre, a Year 2 pupil commented, 'It was fantastic. It helped me to understand how different vegetables are grown and how good they are for you.'

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Child protection arrangements and attendance procedures are good. All forms of bullying are dealt with well, making the school a safe, happy place. Systems to ensure pupils' welfare and personal development are excellent. They are sensitively and carefully applied and, as a result, even the most

vulnerable pupils develop confidence and self-esteem. The school's procedures to ensure pupils' health and safety are satisfactory.

Academic guidance is satisfactory and improving. Pupils with learning difficulties or disabilities and those learning English as a new language are supported well, calling effectively on external agencies when necessary. Most pupils know their targets and are proud when they achieve them. However, the guidance they receive as to how to reach these targets is satisfactory rather than good because it is inconsistent. The quality of marking and teachers' advice on how pupils can improve their work is too variable.

Leadership and management

Grade: 2

Leadership and management are good. Much of the school's success stems from the astute and committed leadership of the headteacher. She keeps her finger firmly on the pulse of the school and provides a clear sense of direction. School self-evaluation procedures are rigorous and the strategic plan identifies the right areas for attention. The headteacher's tenacity has helped to eradicate unsatisfactory teaching, and she communicates her vision persuasively so that all staff are strongly motivated and feel part of a successful team. Staff morale is high, as teachers comment: 'Teamwork is really good and the headteacher is always there to encourage and support you.'

Too much responsibility for setting and achieving the school's goals has previously rested on the headteacher's shoulders. However, the situation is improving rapidly. Responsibility has been delegated wisely, and the senior management team and other key staff are making a valuable contribution to school improvement. However, some are fairly new to their roles and are still developing their skills.

The partnership with parents is good, with many involved in the various events and functions the school offers their children. Governors fulfil their roles well and have a good overview of the school's performance.

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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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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?	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.

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	2
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 tell you what we found out when we came to your school recently to look at the work that you do and to talk to your teachers. It was good meeting you and I loved helping you check your work before you handed it in. Thank you for making us feel so welcome and for being so friendly, polite and sensible. Please thank your parents for filling in a form that gave us their views about the school. We are delighted that everyone likes the school so much. We particularly liked the way you are so grown up in the way you take on jobs, like being members of the council, and that you all get on with each other so well. I shall particularly remember the beautiful displays of your work all around the school and the fact that some of you thought I was 60 or 70 years old!

Here are some of things that make your school good:

- You love being at school, always do your best and get good results.
- Your behaviour is excellent and you know so much about staying fit and healthy.
- Your teachers work hard to make lessons interesting and fun for you.
- The school makes sure you grow up to be really sensible young people.
- The school organises so many interesting activities and visits, like going to Wales, and you meet lots of interesting people who help you learn new things.

Your school is really good but there are a couple of things that could be better:

- Some of you could be given more difficult work to do in lessons.
- Your teachers should give every one of you the advice and help you need to improve your work.

It is brilliant that you love school so much and we hope that you continue to do well.