

Coads Green Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 111934 |
| Local Authority | Cornwall |
| Inspection number | 310732 |
| Inspection date | 29 January 2008 |
| Reporting inspector | Ian Hancock |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 64 |
| Appropriate authority | The governing body |
| Chair | Brian Cruise |
| Headteacher | Claire Tomkies |
| Date of previous school inspection | 1 May 2003 |
| School address | Coads Green Launceston PL15 7LY |
| Telephone number | 01566 782303 |
| Fax number | 01566 782303 |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than average and serves the village of Coad's Green and the local community. The school has a privately run nursery attached. The school serves an area with significant social disadvantage. The number of pupils who join the school other than the usual times is much higher than average and a large proportion of these pupils have learning difficulties and/or disabilities. Practically all pupils are from White British backgrounds. The school has achieved Activemark Award, Artsmark Gold Award and Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school and has some good features. Strengths in pastoral care, moral and social development and working well in partnership with others, contribute much to pupils' good personal development and well-being. Most parents appreciate the commitment and friendliness of staff in this fully integrated school and many wrote complimentary comments such as, 'From day one, my children have been made to feel welcome and soon became part of the family of Coad's Green. They have always been keen to attend and have made some very good friends. I find the staff and pupils pleasant, friendly and enjoy being part of Coad's Green's life.' The outcomes can be seen in happy pupils who enjoy their lessons, feel safe, get on well together and mostly behave well. They enjoy exercise and have a good understanding of how to lead a healthy life. Attendance has improved recently and matches the national average. Academic achievement is satisfactory overall. Children enter school with skills higher than those expected for their age. They settle quickly and make satisfactory progress in the Foundation Stage but the cramped conditions in the mornings, when children share a class with Year 1 and 2 pupils, restricts children's opportunities for free choice and independent play. Pupils in Years 1 and 2 make good progress and, as a result, standards are above average in reading, writing and mathematics by the end of Year 2. Pupils in Years 3 to 6 make satisfactory progress overall. A high proportion of pupils joining the school, often with learning difficulties and/or disabilities, have an impact on standards achieved, which are broadly average in English and mathematics but above average in science by the end of Year 6. Pupils with learning difficulties and/or disabilities benefit from the effective support given by teachers and support staff and make good progress. Teaching and learning are satisfactory overall and sometimes good. In the better lessons, pupils make good progress but in the less effective lessons, assessment information is not used consistently well when planning work. Consequently, activities do not always support or challenge pupils of different abilities, particularly average and higher attaining pupils, to do their best. The curriculum is satisfactory, but new approaches have led to a more interesting and stimulating curriculum that is beginning to capture pupils' imagination, raise their achievement and enhance their enjoyment of learning. The hard work and commitment of the headteacher is a strong feature in the school's leadership and management, but the role of subject leaders in monitoring the school's performance to bring about further improvement is an area for development. The school is committed to improvement and raising standards. Through its self-evaluation, new tracking systems have been introduced to monitor pupils' attainment and identify those needing additional support. With a settled staff and the gradual success of its recent actions, the school is in a satisfactory position to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Many children enter school with skills better than those expected for their age and benefit from the provision in the privately run nursery. They make satisfactory progress and by the time they enter Year 1, most have achieved, and some have exceeded, their early learning goals. Detailed planning clearly reflects the Foundation Stage curriculum and there are appropriate opportunities for both adult- and child-led activities in the afternoon. This is because the school makes good use of the available space once the children in the nursery have gone home. The school currently struggles with the limited accommodation in the morning when Reception children share the cramped classroom with pupils in Years 1 and 2. This restricts their opportunities of learning through play. The children have access to the enclosed playground

and fields at planned times but there is no designated outdoor area to allow children to make choices about learning indoors or outside. New assessment procedures have recently been introduced and are helping to track children's progress more carefully. Groups of younger children are supported well by teaching assistants who take an active part in children's learning.

What the school should do to improve further

- Provide better facilities to enable children to learn through play in the Foundation Stage.
- Ensure that teaching makes full use of assessment information so that all groups of pupils, particularly average and higher attaining pupils, achieve as well as they can.
- Make sure subject leaders in English, mathematics and science play a full part in monitoring the school's performance to bring about improvement. A small proportion of 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

Pupils' achievement is satisfactory overall. They make good progress in Years 1 and 2. Consequently, standards are above average in reading, writing and mathematics. In Years 3 to 6, pupils make satisfactory progress overall. In these years, there is significant mobility with many new pupils joining the school. A large proportion of these pupils have learning difficulties and/or disabilities and this has an impact on standards achieved. Standards at the end of Year 6 are broadly average in English and mathematics but above average in science. Pupils with learning difficulties and/or disabilities achieve well because their needs are identified early and targets in their individual education plans are relevant to specific needs.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and say that they feel safe and secure. Spiritual, moral, social and cultural development is good, with particular strengths in moral and social development. The comprehensive personal, social and health education programme ensures that pupils have positive attitudes to learning and behaviour is good overall. A small number of pupils can be easily distracted but this is often due to a lack of challenge or when work is not well matched to their individual needs. Older pupils say that now they have to earn 'privilege time' and this has a positive impact on behaviour in the school. Bullying is extremely rare but if any incident occurs, it is dealt with promptly. Pupils have a good understanding of healthy lifestyle, enjoy exercise and know how to keep safe. The school has a number of strategies in place to improve attendance, which is now satisfactory overall. Older pupils have a number of responsibilities around the school and they take them very seriously. These include playground leaders, house captains, librarians and computer monitors. Two pupils in Year 6 proudly showed how well they have organised all the play equipment used at lunchtimes. They said any suggestions for improvement are valued by the staff and pupils. Community links are good and are continuing to develop well particularly links with the chapel and the extended school project. There is evidence of good suggestions for improvements made by the school council, for example, the recent refurbishment of the toilets. These responsibilities, together with their achievement in basic skills, help pupils to develop workplace and other skills satisfactorily.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and sometimes good. Positive relationships result in pupils knowing that they can ask for help if they are stuck. Teachers are clear about what they want pupils to learn. The purpose of the lesson is explained so that pupils know what they are aiming to achieve. Most pupils make satisfactory progress in their learning and some lower attaining pupils do even better. However, the key weakness in teaching is that lessons do not consistently meet the needs of all pupils, particularly average and higher attaining pupils. The level of teaching is not always matched well to what pupils already know and understand. Activities are too hard for some pupils and too easy for others. This hinders the progress of different pupils at different times; they either "coast" or get left behind. Teaching assistants are fully involved in teaching activities and provide good support to small groups of pupils, including those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and is satisfactory overall, with some good and commendable features. The rolling programme for mixed age classes is well established and reviewed regularly. Planning is detailed and the school is developing a more creative and innovative curriculum. This is in the early stages of development but is beginning to have a positive impact on capturing pupils' imagination, especially boys. However, the curriculum does not always meet the needs of different ability groups, particularly the average and higher attaining pupils. Curriculum enrichment is good. Pupils really enjoy the residential trips for pupils in Years 3 to 6 and speak enthusiastically about their visits to places of interest from their time in Reception class upwards. Other activities such as French, music lessons, lunchtime clubs and sporting activities broaden pupils' experiences and support their learning well.

Care, guidance and support

Grade: 2

Pastoral care is good and teachers know their pupils well. In turn, pupils feel confident to talk to any adult in school if they have a concern. Good personal, social and health education programmes enable pupils to discuss issues and talk about emotions articulately. There are good strategies in place to monitor behaviour and pupils feel that recent sanctions and privileges have helped significantly to improve behaviour across the school. Child protection procedures are fully in place and risk assessments are carried out conscientiously. There are substantial links with external agencies to support all pupils and their families well. This includes pupils with learning difficulties and/or disabilities, to ensure they get the full support they need. Improvements to assessment, including new tracking procedures, have secured accurate information about pupils' attainment. This is beginning to be used to track individual pupils' progress and identify those needing additional support. However, this information is not yet used consistently to inform teaching. Targets in spelling, handwriting and multiplication tables are used well to improve standards and older pupils are confident they know what they need to do to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some strong features. The new headteacher provides a clear direction for this inclusive, happy school. She has worked hard since her appointment and with the good support of the senior teacher, leads a committed and enthusiastic team. The headteacher has begun to reconsider the school's self-evaluation procedures to identify key areas for improvement. Plans to develop the role of subject leaders in English, mathematics and science, so that they have a clearer understanding of the strengths and weaknesses in their subjects, are well founded to bring about improvement to provision. The headteacher has well developed plans to provide opportunities for subject leaders to monitor teaching and learning in their own subjects, so that they can highlight precisely where and how improvements can be made. A more creative curriculum is beginning to capture pupils' interest and enjoyment of learning and parents particularly value the good enrichment opportunities provided for their children. New systems for tracking pupils' progress have been introduced to monitor achievement but this information is not yet used consistently to match work to individual needs, in order to improve their standards and achievements. Governors fulfil their statutory responsibilities. They are very supportive of the school, have a satisfactory understanding of its strengths and weaknesses and are becoming more involved in monitoring its progress by attending regular training.

Annex A

Inspection judgements

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| 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

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 3 |
| The capacity to make any necessary improvements | 3 |

Achievement and standards

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

Annex A

Leadership and management

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| 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 leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 30 January 2008 Dear Children Inspection of Coad's Green Primary School, Launceston. PL15 7LY. Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking to you very much and thought you were friendly and polite. The school provides you with a satisfactory education and these are some things we thought were good:
- You enjoy school, generally behave well and enjoy taking responsibility.
- You have a good understanding of how important it is to eat healthy food and keep fit by regular exercise.
- You like the clubs you attend and visits outside school, including the residential trip.
- Teachers and adults look after you well.
- Your headteacher, staff and governors are working hard to make your school better. These are a few things the school should do to make it better:
- Improve the facilities for children in the Reception group during the mornings.
- Help plan your work more carefully so that it is not too hard or too easy to help you learn more quickly.
- Make sure that teachers responsible for English, mathematics and science are more involved in checking how well you are doing to help your school get even better. Best wishes for the future. Yours sincerely Ian Hancock Lead Inspector

30 January 2008

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Best wishes for the future.

Yours sincerely

Ian Hancock
Lead Inspector