

Coton Green Primary School

Inspection report

Unique Reference Number	124133
Local Authority	Staffordshire
Inspection number	314818
Inspection date	28 April 2008
Reporting inspector	Derek Watts

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	4–11
Gender of pupils	Mixed
Number on roll	
School	290
Appropriate authority	The governing body
Chair	Mandie Coton
Headteacher	Jane Hollis
Date of previous school inspection	22 November 2004
School address	Kipling Rise Tamworth B79 8LX
Telephone number	01827 475667
Fax number	01827 475672

Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following aspects: the development of pupils' writing skills, how well information and communication technology (ICT) is used to support teaching and learning and how well pupils are assessing their own learning.

Evidence was gathered from lesson observations and a scrutiny of pupils' work and school documentation. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

Description of the school

Coton Green is a larger than average primary school. Most pupils are from a White British background and there are very few pupils who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school is popular and attracts a significant number of pupils from outside its normal catchment area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Coton Green Primary is a good school. It has outstanding aspects to its work. Across the school, pupils achieve well because of a good start in Reception, effective teaching and well-planned curriculum. By the end of Year 6, standards are above average in English, mathematics and science. High quality care, guidance and support lead to pupils' outstanding personal development and well-being.

Parents are very pleased with both the care and education provided for their children. The school has established a strong partnership with its parents who give the school good support in return. Parents are particularly pleased with the school's approachability, the care and support provided and the progress their children are making. Typical comments from the parents' questionnaire included, 'Very pleased with my child's progress', 'The school is always open and approachable' and 'Parents are continually updated and consulted over pupils' achievements and targets.'

Good leadership and management are key factors contributing to the school's success and the improvements made since the last inspection. The experienced headteacher has high expectations and is focused on high standards and providing high quality teaching. She provides outstanding leadership and is well supported by the deputy headteacher and senior leaders. Since the last inspection, leadership roles have been more effectively shared and leaders are more accountable for their areas of responsibility. Teamwork among the staff is strong and there is a positive commitment to continuous improvement and to challenging targets. Performance is reviewed systematically and the findings are used effectively to plan improvements. Improvements to assessment, writing and problem solving in mathematics have had a positive impact on pupils' achievement and standards. However, leadership and management are not complacent, and are aware that there is more to do in the Foundation Stage and to consolidate work done in writing. Governors are supportive and have a good understanding of the school's performance. This enables them to offer constructive challenge about pupils' achievement and standards.

Teaching and learning are good, with elements of outstanding practice. Teachers have very good relationships with their pupils. Pupils are enthusiastic and respond exceptionally well to the high expectations of behaviour and learning. The purpose of the lessons is clear because teachers provide specific guidance or 'steps to success'. Pupils know what they are expected to learn and this enables them to assess and review their own learning. Clear instructions, demonstrations and explanations promote learning well. For example, teachers are particularly good at demonstrating good writing techniques to pupils. This modelling of good practice effectively develops pupils' writing skills. Teachers use assessment data well to match activities and tasks to pupils' abilities and needs. As a result, pupils, including the more able, are challenged well and make good gains in their learning. Teaching assistants are well deployed and make a valuable contribution to learning, particularly for those pupils who need additional support. Just occasionally, the pace of lessons declines and pupils are not sufficiently active in their learning. The marking of pupils' work is effective. Praise is provided for good work and there are clear comments to guide improvement. Standards the end of Year 2 are usually above average in reading, writing and mathematics. These dipped to average in 2007. Nevertheless, pupils made good progress from their starting points. During the past two years, standards by the end of Year 6 have improved from average to above average. Improvements to assessment procedures, specific targeted support for those who need it and improvements to provision for writing and problem solving in mathematics have all played a part in this success. National data

and the school's assessments show that pupils are now making good progress in English and science from Year 2 to 6 and outstanding progress in mathematics. Despite the improvements made in writing, there are plans and targets to further increase the proportion of pupils who attain the higher levels.

The curriculum promotes good progress for pupils and makes an excellent contribution to their personal development. Whilst there is strong emphasis on reading, writing, mathematics and science, there are other strong aspects. All pupils in Year 3 have the opportunity to learn to play the violin. The teaching of French adds to pupils' language and cultural development. Opportunities for pupils to apply and develop their writing skills are much improved. Pupils apply and develop their writing skills well in a range of subjects. Provision for ICT has improved significantly and is used well to support teaching and learning in different areas. Pupils use ICT competently to draft and edit their writing. The school is making good use of local authority support to develop ICT further. A good range of clubs, visits and visitors enrich pupils' learning. These are thoroughly enjoyed by the pupils.

Care and support for pupils is outstanding and there are highly effective systems to safeguard pupils and to track their attainment and progress. Pupils have specific learning targets in reading, writing and mathematics so they know what they are working on to improve. Their ability to assess their own and others' work is well developed because of the school's 'steps to success' initiative. Spiritual, moral, social and cultural development is outstanding. All pupils thrive in the school's very positive atmosphere. Pupils are considerate, friendly and kind to others. They appreciate and celebrate their fellow pupils' achievement. Pupils thoroughly enjoy school and this is reflected in their high attendance and enthusiasm for learning. Behaviour is often exemplary because of the high expectations of all staff and the strong relationships between adults and pupils. Pupils adopt healthy lifestyles and show a good understanding of the importance of healthy eating, exercising regularly and keeping safe. They thrive on the additional responsibilities given. For example, those on the school council have contributed to improving playground and lunchtime arrangements. At Coton Green, pupils are extremely well prepared for the next stage of their education because by the time they leave, they have good skills in literacy, numeracy and ICT. In addition to these, their personal and social skills are exceptionally well developed.

The school's self-evaluation procedures are accurate and robust. Senior leaders have used the findings of self-review well to make necessary improvements. Improvements to leadership and management and the raising of achievement and standards demonstrate a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

In most years, children enter the Reception classes with knowledge and skills expected for their age. Good quality teaching and an interesting curriculum enable all children to make good progress in all areas of learning. The wide range of activities that are planned around topics such as the garden centre, jungles and mini-beasts motivate the children. Teachers and assistants provide a good balance of adult-led tasks and opportunities for children to explore, be creative and work independently. However, outdoor learning facilities are limited and are not linked well enough to the main theme. The school has clear plans to rectify this. The current assessments show that by the end of Reception, standards are above those expected.

What the school should do to improve further

- Extend the planned writing opportunities so that even more pupils attain the higher levels.
- Improve outdoor learning provision and ensure that the outdoor activities in Reception are closely linked to the main theme being studied.

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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?	2
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	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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	1

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?	1

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

29 April 2008

Dear Pupils

Inspection of Coton Green Primary School, Tamworth B79 8LX

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you what I found. Yours is a good school. It has some outstanding features.

These are strengths of the school.

- Children in Reception get off to a good start.
- You all thoroughly enjoy school and your attendance is very good.
- The school is a very friendly, caring and pleasant place to be.
- Behaviour is often outstanding in lessons and around the school.
- Teaching is good, which is why you are making such good progress.
- By Year 6, standards are above average in English, mathematics and science.
- A good range of learning activities is provided for you.
- You have become very good at reviewing your own learning.
- You show a good understanding of healthy lifestyles and keeping safe.
- The school is extremely well led and managed by your headteacher. She receives good support from senior staff.
- You show considerable care and respect for other pupils and adults.
- Staff take excellent care of you and give you outstanding support.
- Your parents support the school well and are very pleased with the care and education provided.

There are two points that would make the school even better.

- Some of you could reach even higher levels in writing and your teachers have clear plans to help you do this.
- There could be better outdoor activities in Reception, which are well linked to the main topic being studied.

Finally, thank you once again for all your help. I wish you all the very best for the future.

With kind regards

Derek Watts Lead inspector

Annex B



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With kind regards

Derek Watts
Lead inspector