

# Coundon Primary School

## Inspection report

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<b>Unique Reference Number</b>	103680
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	323879
<b>Inspection dates</b>	14–15 January 2009
<b>Reporting inspector</b>	Marian Harker HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	483
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hooley
<b>Headteacher</b>	Kevin Snow
<b>Date of previous school inspection</b>	7 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Forfield Road Coundon Coventry CV6 1FQ
<b>Telephone number</b>	02476 592559
<b>Fax number</b>	02476 590996

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<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 January 2009
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## Introduction

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

## Description of the school

Coundon Primary is a larger than average school situated on the outskirts of Coventry. The large majority of pupils come from the local area, with the rest from surrounding neighbourhoods. The proportions of pupils from minority ethnic groups and those with learning difficulties and/or disabilities are below the national averages. Three quarters of the pupils are White British and the remaining pupils are from minority ethnic groups. Provision for the Early Years Foundation Stage (EYFS) is made for children in the Nursery and Reception classes. Within the school premises, there is a before- and after-school club as well as holiday provision. This provision is managed independently and attended by pupils aged from three to 11.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Coundon Primary School provides a good education for its pupils within an exceptionally caring and welcoming community. There is a calm, supportive and respectful ethos throughout the school, and very good relationships between staff and pupils are present everywhere. Parents and carers appreciate the school's work and their evaluations are very positive. One parent, typical of others, said, 'There is lots of warmth at Coundon and smiles from everyone, including the parents.'

Children enter the school with skill levels generally below those expected for their age, although there is variability year on year. The overall effectiveness of the EYFS is good and as a result children make good progress. Most children achieve the expected levels by the time they enter Year 1, although some key skills, including writing, early reading and calculation, remain below expectations. Pupils make satisfactory progress in Years 1 and 2, attaining standards that are broadly average by the end of the key stage. Progress through Key Stage 2 speeds up because of a more effective system for tracking pupils' progress and the implementation of a structured writing scheme. By the end of Year 6, pupils attain standards that are currently broadly average, although the positive impact of the school's work is yet to be seen in national test results. As such, more work remains to be done to improve the consistency in standards and achievement across the school, so that all pupils make at least good progress.

Pupils' personal development and well-being are outstanding. Pupils thoroughly enjoy their lessons and behaviour in and around the school is exemplary. The curriculum is good and offers an extensive range of extra-curricular and enrichment activities, which are very popular with pupils and parents. Pupils report they feel safe in school. They adopt healthy lifestyles because of the outstanding provision. The achievement of pupils with learning difficulties and/or disabilities is good. A few pupils make very good progress because their learning difficulties are identified quickly and effective support put in place. Pupils from minority ethnic groups make similar progress to their peers. The few pupils learning English as an additional language are supported well and make good progress.

The quality of teaching and learning is good. The large majority of lessons observed were good, one was outstanding and the remainder were satisfactory. In the more successful lessons, relationships are strong, teachers know their subjects well and independent learning is promoted effectively. In some lessons, opportunities are missed to give pupils written and verbal feedback on their work that will help them to improve their learning. The quality of pastoral care and support is a strong feature of the school's work and is good. Staff are committed to caring for pupils and the school fully meets the requirements regarding the safe recruitment of staff. The impact of leadership and management across the school is good. Since the school's last inspection, senior leaders have taken successful steps to improve learning, as seen in the improvement in writing across the school. As a result, the capacity to improve is good. Senior leaders have developed a very effective tracking system to monitor how well pupils are doing. As a result, the school has a sound understanding of the main areas for development and its self-evaluation is accurate. Although good overall, some management tasks, such as strategic planning, do not always have a sharp enough focus on measurable outcomes linked to raising standards. Middle managers are relatively new to their posts. They provide enthusiastic support for senior leaders and are increasingly involved in monitoring the quality of the school's work.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children start in the Nursery, their skills, knowledge and attributes are below the levels expected for their age, particularly in language and mathematics which are areas for development. Despite this, recent changes in provision have enabled children to make good progress so that they enter Year 1 with standards that are as expected for their age. This success is because the EYFS is well led and there is a common sense of purpose amongst the cohesive team. Close observation ensures careful monitoring of how well individual children are learning. Skilful questioning encourages good listening skills and thoughtful responses. Highly skilled staff have a clear understanding of how young children learn and this expertise is used to provide high quality activities, both inside and outside the classroom. The use of the outdoor area is a particular strength. For example, children enjoyed being outside to make bird cake and bird feeders that were immediately hung in the nearby trees. Children's personal development is outstanding, which enables them to be active, inquisitive and independent learners. The safe, supportive environment allows all learners to thrive. Good links exist with parents who are delighted with the induction and transition procedures. One parent typically said, 'The transition from Nursery to Reception was fantastic. I am fully aware of what my child is doing every day from the planner and by the Friday Focus. I cannot praise the staff highly enough.'

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

- Ensure that all pupils make consistently good progress as they move through the school.
- Ensure that academic guidance, including marking, gives pupils clear feedback that shows them what they need to do to improve.
- Ensure that all management tasks have a much sharper focus on measurable outcomes that are linked to raising standards.

## **Achievement and standards**

### **Grade: 2**

The school's strategies to raise attainment are having a positive impact, as shown in the recent improvements. This is particularly evident in the improvement in standards and achievement seen in writing across the school. However, more work remains to be done to ensure that all pupils make consistently good progress as they move through the school, particularly in Key Stage 1. Children make good progress in their acquisition of basic skills and outstanding progress in their personal development during the EYFS. Pupils make satisfactory progress in Key Stage 1 and achieve standards that are broadly average by the end of Year 2. In Key Stage 2, their progress is good overall. Although standards dipped slightly in 2008, the current Year 6 are working at least at the expected levels and the school's data indicate they should reach above national standards by the end of the year.

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

### **Grade: 1**

Pupils' enjoyment of school is outstanding and they have good attitudes towards their learning. One pupil commented that 'teachers make learning fun'. Attendance is good. Pupils choose to eat healthy foods and take regular exercise, which the school keenly promotes through the curriculum. Pupils feel safe and know who to talk to when they are unhappy or need help.

Pupils' behaviour is exemplary; they are polite, confident and show increasing maturity as they move through school. Pupils' spiritual, moral, social and cultural development is good. Spirituality is developed through trips to religious places, enlightening assemblies and visitors from the local church and wider community. A strong emphasis is placed on the personal, social and emotional aspects of learning; this, in turn, helps pupils to develop personally, promoting their well-being and encouraging their social awareness and understanding of others. Pupils understand each other well, knowing that, as one child commented, 'Everyone is treated fairly because even though we are different, we are all the same.' The school ensures that pupils are given opportunities to work together and use 'talk partners'. This consistent approach helps to develop tolerance of others. Pupils make a good contribution to the wider community, raising money for a number of charities, including Myton Hospice, Saving the Rainforest and through adopting a dolphin called Moonlight. Pupils develop good basic skills in English, mathematics and information and communication technology (ICT), preparing them well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils' positive attitudes to learning and their enthusiasm support them in making good progress. Teachers have good subject knowledge and find lively and imaginative ways to engage the interest of all learners. Teaching assistants and support staff contribute effectively to pupils' learning so that all can succeed, including those with learning difficulties and/or disabilities. Lessons are carefully planned to ensure that activities are well matched to pupils' abilities. Pupils enjoy their lessons and behaviour is very good, particularly in lessons where there are opportunities for investigative and interactive learning. For example, pupils demonstrated great energy and enjoyment when working in groups to create freeze frames to portray characters' feelings. Where pupils made good progress, the purpose of the lesson was clear and the pace was brisk. Good relationships at all levels foster pupils' confidence and independence. Although pupils are set targets, some do not know whether they have been achieved and marking does not always provide pupils with clear guidance on how to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum ensures that all pupils receive a broad range of activities which are enjoyable and support learning well. The provision for physical education is outstanding. It is enriched both by staff and visitors who share their expertise across a range of extra-curricular activities where take-up is high. The school also provides a wide range of music provision which enhances the curriculum. Provision for gifted and talented pupils has had a positive impact on writing and mathematics. Good links between subjects and activities capitalise on pupils' interests, making learning relevant and meaningful. Arts week projects take place in all year groups, enabling children to learn about aspects of life, traditions and cultures of countries from across the world. The school uses a range of effective programmes to support pupils at risk of underachieving. Skilled teaching assistants make an important contribution to learning, especially for those pupils who are vulnerable or have specific needs. Pupils use ICT resources confidently, which effectively supports their learning across the curriculum.

## Care, guidance and support

### Grade: 2

The welfare and development of the whole child is central to the work of the school. Fruit is provided for all children to enable them to develop healthy habits. There is a very caring and supportive ethos, which develops happy, well motivated pupils who enjoy school very much. Teaching assistants are trained in delivering specific support programmes and this is having a positive impact on learning. Rigorous procedures are in place to ensure the safety, security and health of pupils. Academic guidance is satisfactory. The marking of pupils' work varies from ticks to celebratory comments. In the best examples, pupils know how well they have done and what they need to do to improve further.

## Leadership and management

### Grade: 2

The leadership of the headteacher is good. He is dedicated and determined to enhance the quality of education for all pupils and has a clear vision for further improvement. He is ably supported by the two deputy headteachers and they work very well together as a team. They have created an environment where relationships are strong and individuals feel valued. Through secure links with the local and wider community, the school's promotion of community cohesion is satisfactory. The school has a clear understanding of the needs of its community, but has yet to develop systems to measure the impact of any actions taken. The school improvement plan identifies appropriate areas for improvement. However, it does not include clear measurable outcomes or identify how actions will be evaluated. The governing body is very supportive of the school and is determined to raise achievement and standards, and increasingly hold school leaders to account. Outside professionals associated with the school hold it in very high regard and as such partnerships are outstanding. Parents, too, are full of praise for the school and the way it develops confident young people. One parent typically commented, 'Coundon has made sure my child's confidence has been built up as well as looking after their education needs. I wouldn't want my child to go anywhere else.'





## 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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	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/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	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	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

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

16 January 2009

Dear Pupils

Inspection of Coundon Primary, Coventry, CV6 1FQ

I am writing to thank you for making us feel so welcome when we inspected your school. We really enjoyed talking with you about your work, visiting your lessons and looking at your work. We would like to say a special thank you to the pupils on the school council who came to talk to us.

Coundon Primary is a good school. These are some of the things your school does well.

- Your behaviour is outstanding and you get on very well with each other.
- You all make outstanding progress in your personal development.
- All the adults make sure you are really well looked after.
- Your headteacher, the staff and governors are keen to continue improving your school.
- You really enjoy the after-school clubs and visits that are organised for you, particularly the residential trips.
- Your school council members are good ambassadors for the school.
- Your school has really positive relationships with other agencies to help you develop into confident young people.
- Your understanding of how to keep healthy is outstanding.

To make your school even better, we have asked your headteacher, the staff and governors to make sure you are given every opportunity to achieve your best. We have also asked your teachers to make sure you know how well you are doing and how you can improve your work. Finally, we have asked the senior staff to make sure their plans to improve the school are very clear, so you can achieve as well as you can.

Thank you again for being so helpful and friendly. We wish you the very best for the future.

Yours sincerely

Marian Harker

Her Majesty's Inspector