

Ernesford Grange Primary School

Inspection report

Unique Reference Number	103658
Local Authority	Coventry
Inspection number	336127
Inspection dates	6–7 July 2010
Reporting inspector	Deborah James

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair	Simon Miller
Headteacher	Stephen Parker
Date of previous school inspection	20 March 2007
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Introduction

This inspection was carried out by four additional inspectors who visited 25 lessons, observed 15 teachers and held meetings with staff, groups of pupils and a small group of governors. They observed the school's work and studied a range of documentation, including the school's development plan, minutes of governing body meetings, departmental monitoring evidence and records of pupils' progress. Inspectors also reviewed responses to questionnaires returned from pupils, staff and 195 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils in mathematics and science at Key Stage 2
- the actions taken by the school to support writing at Key Stage 1
- the effectiveness of the school's actions in improving attendance.

Information about the school

Ernesford Grange is larger than most primary schools. The majority of pupils are of White British heritage, with about 10% from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be entitled to free school meals is also below average. The school has achieved Healthy Schools status and the Intermediate Award for International School Links. The school operates the 'Little Owls' pre-school and the 'Owls' out-of-school club. These childcare provisions are managed by the governing body and were included in this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. The school's strongly inclusive ethos is immediately evident in its friendly and welcoming atmosphere and in the pupils' positive attitudes and outstanding behaviour. Pupils are immensely proud of their school, enjoy being there and show high levels of respect and tolerance towards each other.

Children have an excellent start in the pre-school, Nursery and Reception classes. There is a highly skilled and cohesive team of staff within the Early Years Foundation Stage which promotes the children's learning and works very effectively in supporting children to become independent and acquire language skills. Staff have high expectations for the children and are adept at engaging them in conversation. Children make excellent progress as a result.

As they move on through the school, pupils continue to make outstanding progress in all areas as a result of an exciting and motivational curriculum, excellent teaching and targeted intervention and support. The school maintains a strong focus on developing literacy and numeracy skills, whilst placing learning in contexts that are memorable and imaginative. Teachers make use of detailed assessment information to plan activities that engage and challenge pupils. Questioning is carefully targeted to check pupils can understand and explain key concepts. Teachers support pupils well in understanding the steps in their work but, at times, pupils are not given enough responsibility for organising their own learning. Pupils who have special educational needs and/or disabilities are integrated fully into all aspects of school life and are making the same, high level of personal and academic progress as their classmates. The school is particularly effective in supporting pupils in developing writing skills at KS1 by making use of every opportunity to engage pupils with writing and giving clear, well-targeted feedback to help them improve.

Attendance dipped below average in 2008-2009 and, as a result, the school has focussed considerable attention on improving attendance this year, working closely with pupils and parents and carers to increase attendance levels. These actions have been effective in raising attendance levels to the national average but the school recognises that this is an area where further improvement is needed.

The headteacher, well supported by a strong senior leadership team and committed staff, has created a culture of high expectations and ambition for all pupils. The school prides itself on its drive for continual improvement. The curriculum is constantly reviewed and enhanced to provide a greater variety of experiences for pupils. Teachers share best practice and seek better ways to support pupils' learning.

The level of intervention and support for pupils in danger of falling behind the

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challenging targets has been reviewed and extended. The school has securely maintained its areas of outstanding performance since the last inspection and made significant improvements in other aspects, demonstrating its outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Support all pupils in making consistently outstanding progress by providing increased opportunities for independent learning.
- Build on the actions taken this year to improve attendance so that, in the school year 2010 -2011, attendance exceeds 95.5%.

Outcomes for individuals and groups of pupils

1

By the end of Year 6, the vast majority of pupils have achieved at least the expected level 4 in English and mathematics and many have reached higher standards. The school has a relentless focus on pupils achieving at the very highest levels and uses a wide range of intervention strategies to support them. Variations in the performance of different groups of pupils are monitored carefully and the results indicate no significant differences in their achievement.

Pupils are interested and enthusiastic in lessons and, consistently, seek to produce their best work. They are confident in asking questions that clarify or deepen their understanding. Pupils' outstanding behaviour supports their successful learning further. They collaborate very well in lessons and in other activities, demonstrating that they have positive relationships with each other and with staff.

Pupils are positive, friendly and keen to talk about what they are doing. The school supports them very effectively in making the right choices and developing positive and confident attitudes to learning and life. This is exemplified in the calm and purposeful atmosphere around the school. Pupils participate well in a wide range of extra-curricular activities and take up a number of positions of responsibility. The school's rock band gave a superb performance during the inspection, demonstrating not only their musical skills, but also their confidence and enjoyment in performing for an audience. Pupils have an extensive knowledge of healthy lifestyles and participate enthusiastically in exercise, including a school-wide programme of physical activity at the start of each morning and afternoon session. There are very good opportunities for pupils to develop their creativity, to celebrate their cultural heritage and broaden their cultural experience through contact with artists, musicians and writers. Pupils talk enthusiastically about how they were encouraged to reflect on and explore different religious and cultural beliefs during a recent international week.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Much of the school's success is built on its flexible and innovative curriculum. There are excellent opportunities for pupils to extend their knowledge and understanding through an exceptionally broad range of trips, events and activities. For example, Year 6 pupils develop their understanding of the blitz by becoming evacuees and experience an overnight stay in an Anderson Shelter. Year 3 pupils and their teachers arrived at school during the inspection dressed as ancient Egyptians and proceeded to participate in their lessons as if they were living in ancient Egypt. Such immersion in the curriculum is highly effective in creating excellent conditions for learning and a huge sense of enjoyment for the pupils.

Teaching is highly effective and leads to outstanding achievement and personal development of the pupils. Teachers have great enthusiasm for learning and engage pupils with exciting and relevant activities. Pupils are given lots of opportunities for practical work and, particularly, enjoy opportunities to work collaboratively. Interactive white boards are used well to clarify explanations and to interest and motivate pupils. Teaching assistants are used well in lessons to guide and support learning. Marking is consistently strong across the school, giving pupils helpful, individual guidance on how to improve.

Pupils with special educational needs and/or disabilities benefit from individualised programmes which meet their needs very effectively. It was particularly impressive to see teaching assistants working with pupils at the start of the day to prepare them for some of the learning activities that would take place later. This practice enables the pupils to keep up with their classmates during the lesson. Pupils talk convincingly of how

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the extra support has improved their confidence and skills.

Pupils and their parents and carers are confident that the school is preparing them extremely well for their future. Very effective transition arrangements ensure that pupils who join the school in the Nursery, Reception class or at a later point settle into their new school quickly and smoothly. Several parents and carers commented on how the school had developed the confidence and interpersonal skills of their children. In the out-of-school provision, pupils are cared for very well, their needs are met fully and they say they enjoy the activities. The breakfast club offers a calm and purposeful start to the school day.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leadership team provide the school with clear and effective strategic leadership and direction. They are passionate about the school and many parents and carers commented on their commitment and dedication. Their vision of continual improvement and the very highest achievement for every pupil is shared by staff and governors. There are clearly defined roles and responsibilities throughout the school and subject leaders are held accountable for the performance of their areas. Monitoring of teaching and learning is very accurate and clearly focussed on the quality of learning. Weekly staff meetings are used to sustain the focus of teachers and support staff on strategies to improve learning.

All requirements for the safeguarding of pupils were in place at the time of the inspection. Safeguarding procedures are rigorous and comprehensive. The school has thorough and robust systems for assessing risk and ensuring the health and safety of staff and pupils. Partnerships are used very effectively to support pupils' learning and well-being and there is particular strength in the extensive range of partnerships that enrich the curriculum. Governors know the school very well and play a key role in the development of its strategic direction. Governors hold the headteacher and senior leadership team to account in all aspects of their work.

The school has a deep understanding and awareness of the make up of its pupils and equality of opportunity is promoted rigorously. Concern about boys' lack of enthusiasm for reading led the school to reorganise its library to give far greater prominence to books and activities that may interest boys. The promotion of community cohesion is central to the school's ethos and is reflected in the exceptional sense of identity and

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tolerance across the school. The school has links with a wide range of schools and organisations, including those abroad. The majority of Year 6 pupils participate in a visit to Spain providing a first hand opportunity to gain a greater understanding of other cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills levels which are broadly typical for their age. They make exceptional progress and, by the time they are ready to transfer to Year 1, they have developed their knowledge and understanding to a high standard. Staff engage effectively with children, promoting a range of skills in an innovative and creative way. There is a well-planned underlying structure to activities that enables children make excellent progress over time. Writing and model making are regular features of the setting's work and this leaves children very well prepared for the next stages of their learning. The children behave exceptionally well and comply with requests readily because they feel valued and secure in the setting. The outdoor space is very well-presented, encouraging the children to be active and imaginative as they explore activities. Leadership and management of the Early Years Foundation Stage are excellent and the children's needs and welfare are of paramount importance.

The Early Years Foundation Stage provides a very caring and pro-active environment, linked to a highly inclusive school ethos. The school's highly effective monitoring of pupils' development, welfare and well-being means that all children receive excellent support and guidance to enable them to take full advantage of the very wide range of experiences the school offers. Very comprehensive and detailed records of the children's

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needs are kept and the children's progress is monitored carefully. Pupils who find difficulty in maintaining good behaviour at times are given good encouragement and a range of strategies to help them behave as well as they can. The school recognises that children who are gifted and talented and those who are learning English as an additional language do not get enough additional personalised support.

Those children that attend the Little Owls pre-school group are well-prepared for the range of experiences they will encounter in school. There is an imaginative approach to developing the children's ideas. For example, during the inspection the children, thoroughly, enjoyed dressing as pirates and taking part in a range of activities linked to the pirate theme. The provision complies with all registration requirements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Almost half of parents and carers returned the inspection questionnaire. Of these parents and carers, the overwhelming majority are happy with their children's experiences in the school. They agree strongly that their children enjoy school and feel safe. Parents and carers expressed confidence with the way that the school is led, the quality of the teaching and the progress being made by their children. Inspectors agree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ernesford Grange Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 195 completed questionnaires by the end of the on-site inspection. In total, there are 418 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	144	74	50	26	0	0	1	1
The school keeps my child safe	157	81	37	19	1	1	0	0
The school informs me about my child's progress	129	66	59	30	5	3	1	1
My child is making enough progress at this school	130	67	61	31	1	1	1	1
The teaching is good at this school	155	79	39	20	0	0	0	0
The school helps me to support my child's learning	139	71	52	27	1	1	2	1
The school helps my child to have a healthy lifestyle	141	72	52	27	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	134	69	58	30	0	0	0	0
The school meets my child's particular needs	138	71	53	27	2	1	0	0
The school deals effectively with unacceptable behaviour	137	70	50	26	1	1	1	1
The school takes account of my suggestions and concerns	119	61	65	33	3	2	0	0
The school is led and managed effectively	160	82	35	18	0	0	0	0
Overall, I am happy with my child's experience at this school	163	84	31	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Ernesford Grange Primary School, Coventry, CV3 2HN

Thank you for the very warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and talking to you and were impressed with your enthusiasm as you answered our questions. Yours is an outstanding school and you are rightly proud of it.

These are the main findings of the inspection.

You work very well together, showing respect and tolerance for each other.

Staff have high expectations for you and take considerable care to make sure you are well supported.

You make outstanding progress and reach high standards by the end of Year 6.

Teaching is outstanding and your teachers provide you with a range of engaging activities.

Your curriculum is also outstanding and offers you an exceptional range of trips, events and other enriching activities that you really enjoy.

Your school is led and managed very well.

We have asked the school to do two things to make your school even better.

Give you more opportunities to work independently in your lessons.

Work with you and your parents and carers to improve attendance.

We would like you to help your school by continuing to work hard and behave well.

Thank you again for helping us with the inspection of your school. We wish you every success in the future.

Yours sincerely

Deborah James

Lead Inspector (on behalf of the inspection team)

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