

Potters Green Primary School

Inspection report

Unique Reference Number	103659
Local Authority	Coventry
Inspection number	336128
Inspection dates	8–9 October 2009
Reporting inspector	Kath Campbell

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	444
Appropriate authority	The governing body
Chair	Mr Darren Raynor
Headteacher	Mrs Sue Pountney
Date of previous school inspection	1 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons, and held meetings with governors, staff and groups of pupils. They talked to parents during a 'literacy morning'. They observed the school's work, and looked at a wide range of documentation, including examples of past and present work and responses to 94 parental and 90 pupil questionnaires.

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

- the progress of pupils throughout the school in English, particularly of more-able pupils and boys
- current standards in Key Stage 1, particularly in reading and mathematics
- how effectively the school uses assessment information to rectify weaknesses and promote good outcomes for all groups of pupils
- the rigour and precision of monitoring and evaluation.

Information about the school

Potters Green is a larger than average primary school which serves an urban community in the north east of Coventry. In recent years, although most pupils are of White British background, the proportion of minority ethnic pupils has increased. A small proportion of pupils speaks English as an additional language. Through no fault of its own, the school has experienced several staffing changes recently. The percentage of pupils with special educational needs and/or disabilities is slightly above average, as is the proportion eligible for free school meals. The proportion of pupils with a statement of special educational needs is below average. The school has received the Primary Geography Quality Mark [Bronze] and Active Mark awards in recognition of its work.

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?

3

The school's capacity for sustained improvement

3

Main findings

Potters Green provides a satisfactory quality of education. There are notable strengths in the school's partnership with parents, provision for children in the Early Years Foundation Stage, pupils' personal development and pastoral care, guidance and support. The headteacher and deputy headteacher provide strong leadership and are the major driving force behind improvement. Together, they have established a successful climate for learning and, as a result, pupils enjoy their time in school very much. The staff are resolute in their determination to bring about improvement and the recent upturn in the performance of older boys is a real success story. Parents and pupils are strongly supportive of the school. One comment, typical of many, is, 'Always willing to help and support, a great community spirit.'

By the time pupils leave, they reach average standards. Past test and assessment data indicate that pupils make satisfactory progress overall after a good start in Early Years Foundation Stage. Pupils with special educational needs and/or disabilities and ethnic minority pupils make good progress because they are well supported. That is only part of the picture, however. In recent years, overall standards in Key Stage 1 have declined, with boys and more-able pupils not always achieving as well as they should. The school has accurately identified areas in most need and has put many initiatives in place to raise standards. Although inspection findings confirmed encouraging signs of improvement, it is still too early to measure the impact on standards. In Key Stage 2, pupils typically make good progress in mathematics and science. However, there has been a trend of below average standards in English, chiefly because too few pupils reach higher levels. Although some initiatives to raise attainment in English have been very successful, inspection evidence found that weaknesses, particularly in writing, are still evident in the current work of more-able pupils. In addition, pupils' learning is not always assessed accurately enough to ensure the next steps in learning build effectively on what pupils already know.

All staff manage pupils' behaviour outstandingly well. It is greatly to their credit that the behaviour of even the most challenging pupils is good. Teaching and support staff work effectively as a team and do much to make learning enjoyable. In return, most pupils want to succeed. However, not all teachers have high enough expectations of what pupils can achieve. The curriculum is in the process of change, with pupils' enjoyment very much at the forefront of planning. Strategies to extend pupils' literacy and numeracy skills further across the curriculum are at the developmental stage. High quality extra curricular clubs do much to promote positive attitudes. Pupils greatly appreciate their swimming pool. Through very effective links with partner institutions, pupils have an excellent approach towards keeping fit and healthy and make a

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significant contribution to the school and wider community.

Leadership and management, including governance, are satisfactory. The professional development programme for staff is impressively good. The school has a clear view of strengths and weaknesses but is sometimes over-generous in its self-evaluation, for example of pupils' progress and the quality of teaching. The capacity to improve is satisfactory, with middle managers and governors becoming increasingly involved in measuring the impact of initiatives on the outcomes for pupils. The school is rightly focused on ensuring managers at all levels are involved in evaluating the learning outcomes for all groups of pupils with greater precision than in the past.

What does the school need to do to improve further?

- During the current academic year, raise standards in English throughout the school by:
 - sharing best practice in teaching in order to ensure consistently good learning
 - having higher expectations of more-able pupils
 - using day-to-day assessment with greater consistency to move pupils on to the next steps
 - embedding the new curriculum so that pupils develop literacy skills more effectively across a range of subjects.
- Raise attainment in reading and mathematics, particularly of boys and of more able pupils, in Key Stage 1 by providing:
 - activities to challenge and inspire all pupils, particularly the more-able in Year 1
 - more opportunities for pupils to practise literacy and numeracy skills
 - more opportunities for younger pupils to develop greater independence in their learning.
- Strengthen the school's monitoring and evaluation programme by ensuring:
 - greater rigour and precision lead to consistently clear steps for future development, particularly in teaching
 - information collected is put together in a more easily accessible format.
- 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.

Outcomes for individuals and groups of pupils

3

Indications from the school's unvalidated 2009 national test results for eleven-year-olds show that, following effective targeted intervention, boys have made rapid progress, albeit from a low base, but that further work remains to be done to improve the performance of more-able pupils. Inspection evidence supports the school's view that standards are moving upwards due, in no small part, to some high quality teaching and

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learning at the end of the Key Stage 2. The picture is not quite as positive in Key Stage 1, where the school has further to go to raise attainment. Although there is a greater focus on the outcomes for different pupils, the lack of consistency in the quality of teaching sometimes slows progress. Activities are not always well enough matched to pupils' needs, particularly in Year 1. Inspection evidence confirms that, for some pupils, progress is quickening. It also confirms that not all groups make equal progress.

Pupils are proud of their school and feel valued. They readily embrace responsibility through, for example, becoming school council members or 'sports leaders'. They know how to keep themselves safe and the uptake of good quality sports' opportunities is high because pupils are impressively aware of the importance of eating healthily and keeping fit. Pupils benefit greatly from, for example, specialist sports teaching and projects with other schools that develop their social skills and self-esteem very effectively. Most pupils become confident, mature individuals. A poignant example of pupils' good spiritual, moral, social and cultural development was found in numerous displays, where pupils expressed very moving feelings about aspects of their work. Pupils acquire satisfactory academic skills for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Although there are pockets of good and outstanding teaching, the overall quality of teaching is not consistent enough to promote good learning. The learning in some classes has been slowed briefly by staffing changes. Where teaching is at its best, activities move along at a brisk pace, expectations of all abilities are very high and pupils become enthusiastic learners. Pupils enjoy their work a great deal and this positive approach gives them the confidence to achieve well. Less effective practice is characterised by pupils sitting passively through lengthy explanations where boys, in particular, lose concentration. On these occasions, pupils do not always have sufficient time to practise their skills. In some Key Stage 1 classes, when activities lack challenge and purpose, more-able pupils make too little progress. In all lessons, pupils who require extra help, such as those with special educational needs and/or disabilities or those who speak English as an additional language, enjoy success through effective support. The introduction of good quality assessment and tracking systems has started to make teachers more aware of what pupils can achieve. However, the use of day-to-day assessment is no more than satisfactory because not all teachers recognise its importance as a tool in raising standards.

The curriculum is satisfactory overall, with some notable strengths. It is in the process of review and the new curriculum is not yet firmly embedded. Plans are in hand to develop pupils' literacy skills and cater better for the needs of more-able pupils through a more integrated approach. Swimming is a very strong feature, as is the outstanding range of enrichment opportunities on offer. Themed events, such as 'Mad Science' assemblies, do much to promote positive attitudes by successfully bringing the curriculum alive.

Pupils' welfare is at the heart of the school's work. In discussion, pupils state their appreciation of the learning mentors in providing extra support when needed. The school works impressively closely with parents, carers and outside agencies to support pupils and families. However, the school is aware that further work remains to be done to ensure a more effective transition from the Early Years Foundation Stage into Year 1.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, senior management team, staff and governors show a strong, corporate commitment towards raising achievement and overall school performance.

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There has been satisfactory improvement since the previous inspection and there is a good climate for further growth. The professional development programme for staff is of very high quality. Subject leaders, some of whom are recently appointed, are developing a clear overview of achievement and standards in their subjects. School development planning focuses effectively on areas in most need. The governors, led by an effective chair, are well-organised and very supportive of the school. There is, however, a need for governors to gain first-hand information about pupils' standards and progress to enable them to hold the school to account for what it achieves. In addition, the school's process of monitoring and evaluating, although satisfactory, sometimes lacks rigour and precision. Consequently, the school has not yet found effective enough ways to improve the consistency of teaching if good learning is to be the outcome for all groups of pupils. Community cohesion is developing well and has produced good results at a local level. Work with the local police about parking and other initiatives, such as 'poop-a-scoop', have resulted in greater respect and care within the local community. Thoughtfully planned developments at a global level are in the pipeline.

Excellent relationships with most parents and carers make an increasingly important contribution to the care and well-being of pupils. Sound safeguarding procedures ensure pupils' welfare is high priority. The school is strongly inclusive and values each pupil as an individual. The monitoring of academic performance of different groups, though developing satisfactorily, has some way to go before it is fully effective in maximising the potential of individual pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

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

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Children entering the nursery have skills and knowledge below those expected of children nationally. Early language and literacy skills are particularly weak. Children make a satisfactory start in the nursery then make rapid progress in the Reception classes and move into Year 1 with overall standards in line with expectations. Learning is fun and staff provide a friendly, welcoming environment into which children settle quickly. Activities are exciting, successfully engaging children in their learning. Planning is at its most effective when activities accurately match individual needs and interests. There is an appropriate balance of independent and adult-led activities. The good quality outdoor area provides a wealth of opportunities for children to extend and develop skills. It gives freedom of choice for children to work indoors or outside. Very strong relationships with parents and carers motivate families to become involved in their children's learning from the start. Adults are well deployed, enabling those children who are potentially vulnerable, or who need extra support, to flourish because they receive good quality individual attention. Valuable assessment information is used effectively to move children on to the next steps in their learning. Leadership and management are good. The Early Years Foundation Stage is in the process of reviewing its work, in the light of alterations to the accommodation. Recent initiatives have been very effective in adapting current practice to improve outcomes for the school's youngest children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive in their views of the school. Very few express any concerns about their children's education and there is no strong pattern of negative comments about any aspect of provision. Although just under a quarter responded to the questionnaire, discussions with parents during the inspection confirmed parents'/carers' enthusiasm for the school. The inspection team also observed that the numerous initiatives the school has put in place to engage parents contribute strongly to very successful partnerships. Parents particularly appreciate the welcoming atmosphere, the approachability of the staff and the wealth of extra-curricular activities on offer.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Potters Green 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 444 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	54	40	42	3	3	0	0
The school keeps my child safe	66	69	28	29	2	2	0	0
The school informs me about my child's progress	38	40	51	53	5	5	0	0
My child is making enough progress at this school	36	38	51	53	5	5	0	0
The teaching is good at this school	47	49	44	46	2	2	0	0
The school helps me to support my child's learning	39	41	51	53	3	3	2	2
The school helps my child to have a healthy lifestyle	51	53	40	42	4	4	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)	37	39	51	53	1	1	2	2
The school meets my child's particular needs	39	41	52	54	1	1	2	2
The school deals effectively with unacceptable behaviour	30	31	52	54	6	6	1	1
The school takes account of my suggestions and concerns	32	33	54	56	2	2	1	1
The school is led and managed effectively	53	55	37	39	1	1	1	1
Overall, I am happy with my child's experience at this school	63	48	63	48	1	1	1	1

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



10 October 2009

Dear Pupils

Inspection of Potters Green Primary School, Coventry, CV2 2GF

Thank you very much for looking after Mrs Bavin, Mr Jones, Mr James and me so well when we visited your school. We enjoyed watching you work and play and talking to some of you about the things you liked most. You are very lucky to have your own swimming pool.

You go to a satisfactory school where you feel very safe and happy.

These are the things we liked most about your school:-

Most of you behave well because you like the grown ups who look after you and don't want to let them down.

You are friendly and polite.

You are very proud of your school and the school does everything it can to make sure your parents or carers can help you to improve.

You have an excellent understanding of how to stay fit and healthy.

The way in which you take part in school life and the local community is outstanding - Well done!

These are the things we have asked Mrs Pountney and the other members of staff to do to make your school even better:-

Help all of you to reach higher standards in English.

Help pupils in Key Stage 1 to do better, particularly those of you who are good at reading and numeracy.

Make sure that the school knows whether each one of you has made enough progress in lessons.

You can help by coming to school regularly, and always trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell

Lead inspector

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