

# Courthouse Green Primary School

## Inspection report

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<b>Unique Reference Number</b>	103640
<b>Local Authority</b>	Coventry
<b>Inspection number</b>	366774
<b>Inspection dates</b>	15–16 June 2011
<b>Reporting inspector</b>	Linda Killman HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act. The registered childcare provision, 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	512
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Clayton
<b>Headteacher</b>	Sarah Malam
<b>Date of previous school inspection</b>	13 October 2009
<b>School address</b>	736 Sewell Highway Coventry CV6 7JJ
<b>Telephone number</b>	02476 688022
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<b>Email address</b>	headteacher@courthousegreen.coventry.sch.uk

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<b>Registered childcare provision</b>	103640
<b>Number of children on roll in the registered childcare provision</b>	24
<b>Date of last inspection of registered childcare provision</b>	NA

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	15–16 June 2011
<b>Inspection number</b>	366774

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 14 lessons taught by 13 teachers and sampled pupils' work. In addition, provision in the Early Years Foundation Stage was inspected in depth and two part-lessons taught by specialist teachers were observed in the school enhanced resource provision (ERP) base. Meetings were held with staff, members of the governing body, pupils, parents and carers. The inspectors looked at the school's data on pupils' attainment and progress, the school's progress reports on its action plan for improvement, records of monitoring activities, reports from external advisers, and documentation relating to safeguarding and pupils' welfare.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors evaluated the effectiveness of teaching and its impact on learning across the school.
- They scrutinised the school's data relating to pupils' attainment and progress.
- The team looked at the effectiveness of leaders and managers in tackling areas for improvement arising from the school's last inspection and issues raised by inspectors in three monitoring visits.
- They gathered evidence on pupils' outcomes, the curriculum and the school's provision for care, guidance and support.

## Information about the school

This school is twice as large as others of its kind nationally. It moved into new purpose-built accommodation in September 2010 and became a three-form-entry school. There are three Reception classes; other year groups are intended to expand from two to three classes as these children move through the school. Additionally, the school manages specially resourced provision (ERP) for 10 pupils with statements to support their significant speech, language or communication special educational needs. These pupils join mainstream classes for some lessons, otherwise they are taught separately by specialist teachers.

Just over half the pupils are White British; the remainder are from a wide range of minority ethnic heritages, predominantly Asian. The proportions of pupils who speak English as an additional language and those known to be eligible for free school meals are well-above average. The proportion of pupils with special educational needs and/or disabilities is broadly average but a higher percentage than is typical have a statement of special educational needs.

In the school's last inspection, it was placed in special measures because significant improvement was needed in relation to pupils' achievement, the quality of teaching and the effectiveness of leadership and management.

**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**

**2**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

This school has improved significantly since it was last inspected. It is now at least securely satisfactory in all respects. Some areas are good. The overall effectiveness of the Early Years Foundation Stage is outstanding. New premises and high-quality resources have had a huge impact on raising the morale and aspirations of staff and pupils – but it has taken more than new bricks and mortar to turn this school around. Credit for this is attributable to the headteacher's determined and dynamic leadership. Her relentless focus on raising standards and achievement is borne out of her deep-seated belief that Courthouse Green pupils can and should be performing at least as well as other primary-aged pupils nationally. She has successfully won the hearts and minds of staff, parents and carers, members of the governing body and pupils, who have all played their valuable parts in bringing the school ever closer to turning this vision into reality.

These are the significant changes that inspectors judge to have had a profound impact on improving learning and outcomes.

- Creating an effective and cohesive leadership and management team, including the governing body, to monitor and evaluate the quality of teaching and learning rigorously and ensure that new ways of working are implemented consistently.
- Using data appropriately to set challenging targets and to track pupils' progress towards achieving them.
- Developing a structured programme of training, coaching and monitoring to eradicate inadequate teaching and move satisfactory teaching to good or outstanding.
- Raising pupils' aspirations through higher expectations for their achievement and celebration of their successes.
- Lifting attendance rates from low to above average.
- Introducing a curriculum that emphasises literacy and numeracy, makes relevant links between subjects and meets National Curriculum requirements.
- Ensuring that everyone contributes to evaluations, taking into account fully the views of parents, carers and pupils.

Better teaching is closing the gap rapidly between where pupils are in their learning and where they should be in relation to national expectations. In some classes,

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there is still not enough teaching that is consistently good. Most pupils are making at least satisfactory progress. Even so, attainment remains low in Key Stage 2 as a result of pupils' past underachievement and because too few of the more-able pupils are reaching above-average standards, especially in English. Writing is the considerably weaker aspect of literacy across the school.

Accurate self-evaluation informs future planning and helps leaders to set the right priorities and challenging targets. Performance in key areas has crossed a grade boundary since the last inspection; leaders and managers embed ambition well and are resolute in driving improvement. There is good capacity for further improvement. Most importantly, pupils are now receiving a satisfactory and rapidly improving education and good care. Staff and pupils at Courthouse Green are exceedingly proud to belong and ever keen to improve further.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Increase the proportion of good or better teaching to 65% by July 2012 and 80% by the school's next inspection:
  - ensuring that teachers plan work that fully takes into account pupils' differing needs, abilities and preferred ways of working
  - setting learning in real-world contexts where possible
  - using a range of teaching styles and activities to sustain pupils' concentration and motivation.
- Improve the achievement of more-able pupils in all subjects by raising expectations for their achievement and challenging their thinking so that they exceed national targets.
- By July 2013, raise attainment in writing, so that, by the end of Key Stage 2, pupils meet or exceed the national average by:
  - developing pupils' speaking and listening skills, especially as a prerequisite to writing and promote their use of correct English and sophisticated vocabulary
  - identifying key vocabulary in all subjects and promote pupils' use of it so that they develop a repertoire of subject-related vocabulary
  - teaching pupils to form and join letters correctly so that they produce printed and joined handwriting with increasing fluency.

**Outcomes for individuals and groups of pupils****3**

Pupils begin with a flourish in the Early Years Foundation Stage, where excellent

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provision results in their rapid progress from low starting points. This year, pupils in Key Stage 1 have made significantly better progress than previously. Pupils thrive again in Year 6, where teaching is particularly strong. In between this impressive start and finish, pupils’ progress fluctuates depending upon the effectiveness of teaching. Even so, all boys and girls achieve satisfactorily. Pupils understand that they have targets to meet and most know how to work towards them. Pupils are using helpful techniques learnt in literacy activities to say the sounds of letters and read unfamiliar words. Written work seen in pupils’ books shows steady improvement in the quality of presentation. In their talk and in their writing, pupils’ use of correct English and subject-specialist vocabulary is limited. Pupils’ handwriting skills are underdeveloped; they do not always form letters correctly or use cursive script confidently. Attainment in mathematics and science is now broadly average in Key Stages 1 and 2.

Pupils in the ERP make satisfactory progress, especially in literacy and in their personal development. They benefit from staff’s skilful use of pictures, signs and symbols alongside explicit spoken instructions. This enhances their understanding of language, reduces anxiety and helps them to remain focused in lessons. Other pupils with special educational needs and/or disabilities make equally satisfactory progress. Sometimes their attention waivers in class when the work is not tailored well enough to meet their needs. Pupils who speak English as an additional language also make satisfactory progress. They enjoy working in small groups for literacy where an emphasis on talking promotes their acquisition of English and helping their classmates to say words in the languages they speak at home.

Pupils are proud of their school and enjoy showcasing it to visitors. Boys and girls from different ethnic groups get along well together. Frequent access to top-quality technology results in pupils’ adept skills in using from an early age, for example, iPads, iPods, laptops and computers. Older pupils take on responsibilities around the school conscientiously. Pupils are keen to learn. A typical comment is, ‘We are trying harder because we are happier about our learning.’ Pupils’ satisfactory and improving achievement coupled with above-average attendance prepares them adequately to continue as successful learners in the future. Behaviour is generally satisfactory. A very small minority of pupils, mainly boys, require frequent reminders from adults to behave appropriately in class; their outdoor play is sometimes too boisterous. Pupils say that they feel safe at school and have a good understanding of how to assess and reduce potential dangers, especially in using the internet.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b> Taking into account:	<b>3</b>
	<b>4</b>

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Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Teaching has improved strongly but there is not yet enough consistently good-quality practice. The best teaching sets learning in an everyday context which captures and sustains pupils' interest, but such practice is not consistent across the school. Expectations are high for productivity. Interesting, purposeful tasks are interspersed between key teaching points, moments for reflection and partner work. Assessment is regular but not all teachers are using information well enough to tailor work to meet pupils' differing needs and abilities. In many lessons, too little account is taken of pupils' preferred methods of learning. Some teachers do not vary their methods enough – for example, they talk for too long so that pupils' attention waivers or give too many instructions at once so the learners become confused. Marking practices are consistently good with helpful tips for improvement responded to by the pupils.

Radical changes in the curriculum with a greater emphasis on literacy and numeracy are beginning to show an impact, especially in raising attainment in reading and mathematics. Other subjects are taught in themes with a focus on practical work and good enrichment activities, such as educational visits, that help to set learning in an everyday context. Pupils have access to a reasonable range of clubs and out-of-hours activities that are well attended. Pupils who benefit from the school's good provision for wraparound care and breakfast club enjoy a healthy breakfast or tea-time snack then relax or socialise in a secure, safe environment with good levels of supervision.

Pupils are looked after well and each one of them is cherished. Staff provide individual encouragement and support routinely, especially for pupils whose circumstances make them potentially vulnerable. Good support from staff in the ERP ensures that pupils with special educational needs and/or disabilities integrate into mainstream classes successfully for some lessons. The learning mentor helps to

<sup>1</sup> 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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encourage regular attendance through rewards and celebrations and keeping parents and carers up to date with the latest attendance figures. Valuable time is spent with families who need extra support, such as advice from professionals outside of school, to overcome difficulties and solve problems so that their children can attend school regularly and feel secure.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders and managers understand their roles and responsibilities fully and have developed very effective leadership skills that bring about improvement. The headteacher provides an excellent role model for them all to aspire to – fair but resolute, allowing nothing to side-track the school from its priorities. Standards leaders and subject leaders carry out their responsibilities competently. Their focus on the implementation of the new curriculum has had a notable impact on elevating pupils’ enjoyment in learning. The school has created an inviting and aesthetically pleasing interior and outside spaces provide a good-quality environment for learning. Specialist staff are supporting others well in adapting their teaching to meet the needs of pupils in the ERP.

The governing body provides effective support and considerable challenge. It ensures that statutory requirements are met and resources are deployed efficiently to achieve satisfactory value for money. Safeguarding arrangements are good with exemplary practice in vetting new recruits. Recent revisions have improved policies and procedures for ensuring pupils’ health and safety. All staff receive regular training in child protection to keep their knowledge up to date.

Discrimination is tackled earnestly and this contributes to the school’s harmonious and inclusive ethos. Parents and carers appreciate the school’s celebration and promotion of diversity. All groups of pupils are tracked closely to ensure that they are making at least satisfactory progress. Action is taken swiftly to intervene with additional support should their learning falter. Significant improvement in the school’s engagement with parents and carers has resulted in some striking changes, for example, in their willingness to comply with attendance and school uniform policies. These factors combine to secure all pupils’ access to a satisfactory education and good-quality care. The school recognises that the challenge now is to raise attainment for all to at least national averages, ensuring that the most-able pupils exceed them.

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The school has had a mountain to climb since its last inspection and is transformed. Emphasis in the recent past has been targeted rightly at generating a positive ethos, raising aspirations, establishing effective teamwork, and improving learning outcomes. Other aspects of the school’s work have had to wait in turn for review. Community cohesion, for example, is promoted satisfactorily through the curriculum, but there is more work to do to develop community and partnership work beyond both the immediate locality and globally.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage is led and managed with flair, exemplary expertise and high aspiration for quality through ongoing improvement. Staff understand fully the necessary ingredients that tempt young children into learning through purposeful, imaginative and creative play. They meet individual children’s needs outstandingly well through skilful adaptation of activities and questioning. Bespoke learning programmes benefit all children including those with complex learning or physical needs. This cohesive and expert staff team diligently checks how well children are progressing. The information is used to plan attractive activities to stimulate learning, drawing upon the children’s natural inquisitiveness, inside and especially outdoors, where the range and quality of activities for children to choose from are stunning. Children also benefit from learning new skills with adults who are adept at knowing when to offer guidance and support and when to allow them freedom to explore independently. Parents and carers share their children’s achievements through their access to good-quality records that capture each step forward in words and images. All welfare requirements are met exceedingly well and the children assess potential risks to their health and safety alongside the adults. All

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children make at least good progress towards the early learning goals. Targets set for them are exceedingly challenging. By the end of Reception, children emerge as capable, confident, happy, independent young learners.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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

Parent and carer questionnaires are not usually distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so. However, parents and carers spoken to during the inspection said that their children are happy and enjoy school. They were particularly complimentary about how well the school is led and managed and delighted with the way that the school celebrates and promotes diversity.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**

17 June 2011

Dear Pupils



### **Inspection of Courthouse Green Primary School, Coventry CV6 7JJ**

It was such a pleasure to visit you again and see how you continue to progress in so many ways. Your school is a very different place now and it has improved so much that it no longer needs special measures to help it to improve. Everything that it provides is at least satisfactory, some things are good and the Nursery and Reception area is excellent. This has come about because the governing body and all the staff, especially your headteacher, have been working extremely hard to put things right for you so that you are now able to make better progress in your learning.

The new school building has helped because you now have so many lovely facilities and equipment. However, other things have helped you to catch up in your learning too. Your teachers are teaching you better than ever before and expect much more from you; the new curriculum interests you and inspires you to want to learn; your attendance has improved massively – which is fantastic news; and your headteacher has all it takes to create for you a happy school that enables you to learn all that you should and cares for you well. At Courthouse Green everybody matters, **especially you.**

All of the adults are keen to press on with making further improvements. I have asked them to work on three things that will help to move the school from satisfactory to good.

- To make more of the teaching as good as the best.
- To make sure that those of you who learn quickly reach higher levels in all subjects.
- To broaden the range of words that you use in your talk and in your writing and to improve your handwriting.

I hope that all of you will celebrate how far you have come since I first met you. I know that you have been working very hard. I hope that you will all continue to come to school regularly and do your very best to become super writers. I wish you all every success in the future.

Yours sincerely

Linda Killman  
Her Majesty's Inspector

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