

# Courthouse Green Primary School

736 Sewell Highway, Coventry, CV6 7JJ

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has created a dedicated and effective staff team that have brought about significant improvements in the quality of teaching and learning since the previous inspection.
- All pupils are, currently, making consistently good progress in reading, writing and mathematics, and standards at the end of Year 6 are rising, because teaching is good. A dip in standards in 2012 is set to be reversed this year.
- Disabled pupils and those who have special educational needs, including those who are part of the special resource base, make good progress from their starting points because teaching carefully matches their needs.
- Disadvantaged pupils make good progress because extra funding is used effectively and gaps in attainment are closing in all subjects.
- Children in the Nursery and Reception classes make outstanding progress, often from very low starting points, in an exciting and vibrant environment.
- Governors are highly ambitious for the school. They are committed to making the school outstanding and support and challenge the school effectively towards this goal.
- Pupils' attitudes to learning match the school's motto, 'Doing our best to be our best.' They work and play together with a real sense of teamwork and enjoyment.

### It is not yet an outstanding school because

- Outstanding practice in teaching seen in the school is not demonstrated often enough to other teachers in order to help them improve. As a result, there is not enough outstanding teaching.
- More-able pupils are sometimes given work that is too easy and does not allow them to work at the highest levels.
- In some lessons, teachers talk for too long and do not give pupils enough time to work independently, which slows progress.
- Pupils who are good readers do not always develop full understanding of how to identify the messages that are implied by authors in the books the pupils read, in order to achieve at the highest levels.

## Information about this inspection

- Inspectors observed 27 lessons or part lessons, including some taken by specialist music and dance teachers and some in the special education resource base. Ten observations were held jointly with the headteacher or deputy headteacher.
- Inspectors examined a selection of pupils' work books, heard pupils read and scrutinised the school's assessment information for current learners.
- Inspectors examined a wide range of documents including: the school development plans, minutes of governing body meetings, reports of visits by external consultants, self-evaluation information, records of any behaviour incidents, and information with regard to safeguarding.
- Inspectors also examined records of the school's monitoring of teaching and learning and information on the management of teachers' performance.
- Visits were made to the onsite special educational resource base, which is part of the school's provision, and to the breakfast and after-school clubs, which are managed by the school.
- There were too few responses by parents and carers to the online questionnaire 'Parent View' for inspectors to view. However, they examined the 365 results of the school's own, recently held, parental questionnaire and a written communication. They also considered responses from 12 staff questionnaires.

## Inspection team

Penny Spencer, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Aileen King

Additional Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school and is expanding year on year. There are three forms of entry in the Reception, Year 1 and Year 2 and two classes in Years 3, 4, 5 and 6.
- About half the pupils are White British. Other pupils come from a variety of minority ethnic groups, including those of Asian and African heritages. This represents a higher proportion than average.
- The proportion of pupils who speak English as an additional language is higher than average.
- The proportion of pupils who are eligible for the pupil premium (extra government funding for pupils eligible for free school meals, who are looked after by the local authority or whose parents are serving in the armed forces) is above the national average. There are no pupils from service families at the school.
- The proportion of disabled pupils and those who have special educational needs supported at school action, school action plus or with a statement of educational needs is above average.
- The school has specially resourced provision for 12 pupils with special educational needs for speech, language and communication disorders, and autism.
- The school provides wrap-around care in the form of breakfast- and after-school clubs that were subject to this inspection.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There have been a number of changes to staff and the leadership team since the previous inspection, as the school has continued to expand.

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

- Increase the proportion of outstanding teaching and so further raise achievement, by making sure all teachers:
  - plan lessons that consistently match the abilities of all pupils, especially the more able
  - give pupils enough time to work independently during lessons by keeping introductions short and to the point
  - improve the reading skills of the more-able pupils in understanding the messages implied by authors in the books the pupils read, to improve their understanding of the story and reach the higher levels of achievement
  - are given opportunities to observe the outstanding teaching already present in the school to improve their own practice more rapidly.

## Inspection judgements

### The achievement of pupils

is good

- Children enter the Nursery with skills and knowledge that are typically much lower than those usually found nationally, particularly in the areas of speaking and communication. They make outstanding progress because they are taught exceptionally well in exciting, well-resourced classrooms. As a result, most children leave the Reception classes having caught up to national expectations.
- Progress for all pupils has been steadily increasing and is now consistently good. As a result, standards are increasing in Year 2 and Year 6. A dip in standards in 2012, especially in mathematics, has been addressed swiftly by the leadership team. Current, reliable, assessment information indicates this fall should be reversed in the end-of-year tests in 2013, where standards are predicted to rise.
- Disabled pupils and those who have special educational needs, including the pupils who attend the special education resource base, make good progress from their starting points, with some making even better progress than that expected. This is because work is matched very closely to their individual speech and language needs.
- Pupils who speak English as an additional language make good progress and many pupils reach standards above those of their classmates, because language support is carefully matched to their learning needs.
- Disadvantaged pupils, many of whom have significant additional needs, who are eligible for the pupil premium, make progress in line with their classmates, often from very low starting points. The dip in standards for all pupils in 2012 meant the attainment gap widened for these Year 6 pupils, from the improvement seen in 2011. These pupils were approximately one year behind other pupils in both English and mathematics. Current assessment information indicates that gaps in attainment are reliably predicted to close this year.
- Reading is taught well and the pupils who read to inspectors showed well-developed skills in linking the letters to the sounds they make when reading unfamiliar words. Older pupils could use a wide range of different strategies to make their reading fluent and expressive.
- Some more-able pupils are not achieving as highly as they might in reading tests because they have not got the skills to work out what the author is implying in the story when the explanation is not clearly stated.

### The quality of teaching

is good

- Effective checking of teaching quality by the leadership team has raised the quality of teaching and learning. Teaching is now consistently good with some that is outstanding.
- Teachers skilfully question pupils to deepen understanding and there is an expectation that all pupils must be able to explain how they have worked out their answers. This was observed in outstanding teaching in mathematics, where pupils could accurately explain how to record information from surveys onto diagrams and graphs and why they chose one particular method over another.

- Classrooms are vibrant and teachers display pupils' work effectively to model good examples and demonstrate how work progresses from start to finish. Good use is made of the exciting topics to give pupils opportunities to write at length. As a result, progress and standards in writing have risen since the previous inspection.
- Disabled pupils and those who have special educational needs who attend the special education resource base are taught well by specialist teachers and, as a result, make good progress.
- Excellent liaison between class teachers and those in the special education resource base, coupled with carefully planned activities and individual support, mean many pupils are successfully included in lessons in the main part of the school for long periods of the day. Their effective inclusion strongly supports the school's ethos to ensure all pupils have equal opportunities to succeed and ensures discrimination of any sort is not tolerated.
- Teachers mark pupils' books regularly and in depth. There is a common approach that pupils understand and opportunities for pupils to respond and improve their work are regular and frequent, leading to good progress.
- Teaching assistants are very effective in supporting pupils, particularly those pupils who need additional help, and work closely alongside the class teacher to create a strong team.
- Occasionally, teachers spend too long introducing a lesson, which limits the time pupils can work independently and this slows progress for some.
- Teachers generally plan work that is well matched to pupils' abilities. However more-able pupils do not always make the progress of which they are capable because work in some lessons does not fully challenge them.

### **The behaviour and safety of pupils are good**

- Pupils have good attitudes to learning and are keen to do their best. They enjoy working with their friends and there are many opportunities for pupils to help each other. This was observed in a very successful lesson where pupils worked in pairs to create an advertisement for a chocolate bar, using computer tablets. The work they produced in a short period of time was impressive.
- Teachers and support staff adopt a common approach to managing behaviour and disruptions in lessons are rare. Incidents of poor behaviour have reduced considerably as pupils are taught to manage their feelings more effectively. The records kept by the school are testament to this decrease and inspectors evaluated behaviour as good across the school.
- Most parents are supportive of the school and believe their children are safe and well looked after, and inspectors endorsed this view as accurate.
- Pupils who spoke to inspectors were adamant that bullying was rare and they trust staff to deal with any problems swiftly. They have a good understanding of how to keep themselves safe in a variety of situations, including when cycling and using the roads. Internet safety is taught well and pupils had an appropriate understanding of risks when using the internet or social media.
- Everyone works together to make the school a happy and purposeful place in which to succeed. There is a strong sense of respect and tolerance for all members of the school community and

this fully supports pupils' spiritual, moral, social and cultural development.

- Attendance is, currently, broadly average and has improved since the previous inspection. However, there are still pupils who do not come to school often enough despite the strong efforts of the school to ensure all attend well and benefit from the good quality of education available.
- Pupils who attend the breakfast- or after-school provision are well looked after by caring staff. They enjoy coming to these sessions and spoke excitedly about the activities on offer and the choice of cereals available for breakfast.
- Pupils who attend the special resource base, including those on the autistic spectrum, behave well because staff have a clear understanding of their individual needs and have created a calm, safe environment where pupils can flourish.

### **The leadership and management are good**

- The drive and determination of the headteacher identified in the previous inspection report has not diminished, but have been strengthened by her development of the senior leadership team that now support her. Everyone is completely focused on the school's drive to become outstanding. As a result, the proportion of consistently good teaching has improved and progress is improving for all pupils.
- Checks on teaching are rigorous and judgements are secured using a wide variety of evidence, including observations and pupils' standards. High-quality training opportunities are matched closely to targets set for teachers' improvement of their skills as well as to school priorities.
- Opportunities for teachers to observe the best practice in the school are not frequent enough to support the development of more staff to become outstanding practitioners.
- Procedures to manage teachers' performance are rigorous and opportunities for teachers to move up the pay scales are closely related to pupils' better progress and sustained improvements in the quality of teaching.
- Subject leaders have become increasingly involved in the checks and evaluation of teaching and learning. They report regularly to senior leaders and the governing body, ensuring everybody has up-to-date information on which to base their judgements.
- As a result of the dip in standards in 2012, especially in mathematics, the school undertook a rapid review of the curriculum. A new mathematics curriculum was introduced following the review. This had an immediate and positive effect on pupils' standards. Other subjects and topics provide many opportunities for pupils to benefit from a wide variety of trips, visits, musical opportunities and sporting events.
- Funds made available through the pupil premium are allocated after careful analysis of assessment information and the impact of specific projects. They include the appointment of extra teaching staff to reduce class sizes for the older pupils and funding for pupils to be able to participate in activities beyond the timetabled day. These activities contribute strongly to the equality of opportunity that is a cornerstone of the school's values and priorities.
- Leadership of the special education resource base is good. Carefully matched plans for each

pupil are rigorously monitored and evaluated to ensure all pupils make good progress. Staff are efficiently deployed to support pupils to be fully involved in all aspects of school life.

- The local authority has provided helpful support over time. However, the school has also independently developed successful partnerships with other local schools that have successfully supported improvements in teaching and governance.

■ **The governance of the school:**

- Governance is good because governors have a clear and accurate understanding of the school's strengths and weaknesses. Governors bring a wide range of expertise to the governing body, which is supplemented by high-quality training that has further improved their effectiveness. They understand what assessment data is telling them about pupils' progress and attainment and how the school compares with other schools nationally. They use this knowledge to present a substantial level of challenge and support to school leaders in their drive to ensure the school continues to improve. Financial resources are extremely well managed, including funds from the pupil premium, and they know how this money is helping to raise standards for this group. Teachers' progression up the salary scale is closely linked to pupils' performance. Safeguarding procedures are strong and meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	103640
<b>Local authority</b>	Coventry
<b>Inspection number</b>	400039

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

<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 of pupils on the school roll</b>	582
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Clayton
<b>Headteacher</b>	Sarah Malam
<b>Date of previous school inspection</b>	15 June 2011
<b>Telephone number</b>	02476 688022
<b>Fax number</b>	02476 668542
<b>Email address</b>	admin@courthousegreen.coventry.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

