

# Coughton CofE Primary School

Coughton Lane, Coughton, Alcester, B49 5HN

**Inspection dates** 15–16 April 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Leadership and management      |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Outstanding          | 1        |
| Quality of teaching            |                      | Good                 | 2        |
| Achievement of pupils          |                      | Good                 | 2        |
| Early years provision          |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- The new headteacher has greatly improved teaching and created a strong staff team who work well together.
- All leaders, including governors and subject leaders, have an accurate view of how well the school is performing. They work effectively together to continue to make improvements.
- Pupils make good progress across all subjects, including reading, writing and mathematics.
- Teaching is good because teachers and teaching assistants effectively develop pupils' skills, knowledge and understanding in a wide range of subjects.
- Pupils' behaviour is outstanding because they show excellent attitudes to their learning. Such attitudes contribute very well to their spiritual, moral, social and cultural development.
- All groups of pupils achieve well, including disabled pupils and those who have special educational needs.
- Pupils are safe in school as they are very well cared for.
- Children make a good start to their school life as they enjoy their learning and make strong progress in the early years.
- The governing body is effective. It is well led by the chair and has improved the ways it holds school leaders to account. Recent improvements have led to governors becoming effective partners in supporting and challenging the school to make further improvements.
- Leaders are valued and trusted by the headteacher. As a result they have effectively driven improved achievement in the school.

### It is not yet an outstanding school because

- The most-able pupils are not always sufficiently challenged in their mathematical activities.
- The improvements in writing standards are not fully established with regard to grammar, punctuation and spelling.

## Information about this inspection

- The inspector observed learning in six lessons, which included seeing all year groups. Two lesson observations were jointly observed with the headteacher.
- Pupils' workbooks were scrutinised by the inspector.
- The inspector listened to pupils read and talked to them about their reading.
- Discussions took place with members of the governing body, staff, pupils and a representative of the local authority.
- A variety of documents were examined, including those relating to safeguarding and the school's improvement plans.
- The inspector considered the views expressed in questionnaires returned by 11 members of staff.
- The inspector took account of the 52 responses to the online Parent View questionnaire and spoke with parents.

## Inspection team

Jeremy Bird, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Coughton is smaller than the average-sized primary school.
- Children in Reception are in a mixed class with Year 1 pupils. The Reception children attend full time.
- There are four other classes made up from pupils in Year 2, Years 3 and 4, Years 4 and 5 and Year 6.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils supported through the pupil premium is well-below average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals or those children in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs is similar to the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Key Stage 2.
- The headteacher took up his post in January 2014.

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

- Improve pupils' attainment and accelerate progress in mathematics by ensuring the most-able pupils are given regular work which requires them to apply advanced reasoning skills.
- Improve teaching in order to raise achievement in writing to be outstanding by ensuring that:
  - teachers are more rigorous in checking that pupils are using appropriate grammar and punctuation and accurate spelling in their writing
  - pupils consistently apply such skills in their subsequent writing.

## Inspection judgements

### The leadership and management are good

- The headteacher has been quick to identify how teaching can be improved. Teachers have responded to this guidance and as a result teaching has much improved. The headteacher is very well supported by the governing body and other school leaders which has led to the development of an effective team. They work collaboratively to ensure all staff are valued and have high expectations for pupils and their performance.
- Since the appointment of the headteacher, middle leaders are more effective in their monitoring and evaluation of their subjects. They now lead teaching well because they are fully involved in checking how well teachers are performing and how this leads to better outcomes for the pupils.
- Rigorous systems are in place for managing the performance of teachers. Leaders are effective in ensuring that any weaker teaching is quickly identified and addressed. As a result leaders have ensured teaching is consistently good or better across the school, aware that greater challenge is required for the most-able pupils in mathematics. Teachers attend training to improve their skills further. Consequently they talk about feeling valued by the headteacher and the governors, who encourage them to take part in such development.
- A strength of the school is how it makes sure that all pupils have an equal opportunity to do well. Effective systems are in place which help to ensure that should any pupil fall behind then they receive prompt extra support to help them catch up. As a result of strong leadership, children with disabilities and those who have special educational needs make at least good progress. The school leader ensures reviews take place every three weeks to check how well pupils are progressing. If pupils are not making the desired progress then changes are made to the interventions.
- Leaders ensure that pupils are provided with rich experiences. Pupils talk about their enthusiasm for learning, seeing their spiritual, moral, social and cultural development as the most important part of their school life. They are able to articulate what the six school values mean to them as individuals and apply these values in their learning and play. One pupil was keen for the school to adopt even more values.
- Strong promotion of pupils' spiritual, moral, social and cultural development leads to pupils having a clear sense of right and wrong. Pupils are determined that discrimination of any kind is not tolerated. They are able to appreciate and respect those from different backgrounds and with different beliefs, as school leaders ensure that school visits and visitors represent a variety of cultures.
- Principles of democracy are seen in displays around the school and in every classroom. For example in the early years, children talk about a display which shows what democracy means for them in their own classroom. Further, pupils use skills, such as collaboration, in their learning and can talk about how this benefits their understanding. As a result, pupils are well prepared for life in modern Britain and have a secure understanding of British values.
- The pupil premium funding has been used effectively to ensure individual pupils are making good progress in all subjects. All leaders have an accurate understanding of how well this group of pupils is performing and work together to regularly review the effectiveness of extra support in helping the pupils and to change the approach if necessary.
- The local authority has provided effective support in working with school leaders to monitor the school's performance. This support has helped the school identify where it can access training which has helped to address the issues identified at the time of the last inspection.
- The school has used its primary school sport funding successfully to ensure that pupils take part in a growing range of sports, including archery and fencing. One aim is to ensure that all pupils have chances to take part in physical activity and as a consequence clubs, such as dance, have been introduced. Pupils have attended such clubs who previously did not engage with school sports. A further aim is to increase physical activity to improve fitness, with pupils talking about their enjoyment of activities such as

'activate'.

- The school's provision for pupils' welfare and safeguarding is very strong, with all staff and governors ensuring a very safe and secure learning environment. Policies are well written and school leaders ensure that all staff follow the procedures set out. Statutory safeguarding requirements are met.
- **The governance of the school:**
  - Since the last inspection, improved and effective governance has contributed significantly to the school's improvement. Governors know how well the school is performing, as they use the information collected about pupils' attainment and progress effectively to check the achievement of different groups of pupils.
  - The Chair of the Governing Body has ensured that new members have appropriate skills which they have put to good use in challenging school leaders strongly. As a result, searching questions are asked about pupils' performance and so the headteacher and his leadership team are effectively held to account.
  - Governors' good understanding of how well teachers are performing comes from reflection on their regular visits to classrooms and informative reports from the headteacher. This enables governors to only reward good teaching via salary progression and challenge school leaders where weaker teaching is identified.
  - Governors ensure that finances are spent wisely to benefit pupils. They know how sport and pupil premium funding is allocated, being aware of how this supports pupils' progress.
  - Governors ensure that all statutory duties, including current safeguarding requirements, are met fully.

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

### **Behaviour**

- The behaviour of pupils is outstanding. They show excellent attitudes to their learning in all subjects, especially when they find their work challenging, which contributes to their good progress. They demonstrate very high levels of respect to adults and to other pupils in the school.
- Pupils get on very well with each other and enjoy each other's company. They are particularly good at working together in the mixed-age classes. They value these opportunities, as they know how they help to both improve their learning and develop friendships.
- Pupils value the roles of responsibility they are given. Children in the Reception class are expected to support and challenge each other in their learning by regularly sitting with their talk partners. They relish this responsibility taking every opportunity to give their own, and listen to, their partner's views. The school council is clear about how it has improved the school for the benefit of all pupils, one example being how it has helped to improve the outdoor learning areas.
- At all times of the school day pupils are very polite and courteous, as they readily apply the school values in their dealings with other people. Such high quality relationships and mutual respect provide very strong support to pupils' spiritual, moral, social and cultural development.
- Attendance is now above the national average and has been sustained over this academic year. Pupils love coming to school and this, coupled with the headteacher not authorising parental requests for absence unless in exceptional circumstances, has led to such high rates for all groups of pupils.
- Governors are well informed about how well pupils behave, understanding clearly how excellent behaviour benefits pupils' learning and progress. They check to see that pupils get on well with each other and that pupils apply their learning about different cultures.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Parents are overwhelmingly confident that their children are safe.

- Pupils say they feel very safe and secure in school, valuing the caring nature of all the staff. They say they can easily approach teachers and support staff with any concerns, being certain that any issues will be followed through and resolved.
- Pupils not only say there is no bullying in school but are determined that this should never occur. Lunch and playtimes are well supervised with pupils enjoying how adults support and join in with their play activities.
- School leaders ensure that all risks are carefully assessed. For example on school visits, the needs of any pupils who require additional resources to enable them to participate, are well thought through with written plans agreed and shared with all relevant staff. As a result staff and pupils enjoy and gain a great deal from well-organised visits.
- Pupils are clear how the school supports them to stay safe when using the internet. Year 6 pupils lead assemblies which help other pupils understand what to be aware of and what to do if they are worried. The school has set up a safe chat room to enable its pupils to learn about this aspect of social media. Pupils say they value this as they can safely keep in touch with their friends outside of school and during the holidays.

### **The quality of teaching** is good

- Teaching is now at least good in every year group and has improved as a result of effective staff training. Teachers successfully continue to improve their performance as they can see how their role fits with the headteacher's drive for even better outcomes for the pupils. The consistency in the quality of teaching results in all groups of pupils making good progress.
- Teachers expect all pupils to talk about, and record, their views about themselves as learners. For example in every classroom, pupils talk confidently about how well they are absorbed in their learning and how they use collaboration skills to deepen their understanding of topics. Pupils enjoy this focus and understand how it links directly with their school values.
- Pupils talk about their enjoyment of learning and most parents agree. Looking in pupils' books it is clear that staff use agreed marking practices effectively to ensure that pupils make good progress. Teachers do this by always giving pupils time to respond to their written comments which helps them embed new skills.
- Teachers and teaching assistants have strong subject knowledge and as a result teach reading effectively. Children in the early years are quick to secure their understanding of letters and the sounds they make (phonics) and good practice is maintained through Key Stages 1 and 2. In the Reception class, the teacher is skilled at modelling how words fit together in sentences, with children then remembering what to focus on when they come to write for themselves.
- In all classes there is a wide range of opportunities for pupils to develop their mathematical skills, such as pupils applying their calculation skills in real life situations. At times the most-able pupils are not sufficiently challenged. This is because some tasks do not require this group of pupils to apply advanced reasoning skills in order to solve problems. As a result pupils do not consistently show mastery of skills in the new National Curriculum, as they require more regular challenge.
- Teaching of writing has been identified as a priority for the school. Pupils' progress is now securely good as a result of teachers ensuring pupils' understanding of what they need to focus on to make further improvement and giving them sufficient time to write longer pieces. Occasionally there is a lack of rigour in marking to check to see if pupils have used appropriate grammar and punctuation and applied correct spelling in their writing. Consequently pupils are not aware of the issues and therefore continue to present less effective writing. When marking has such rigour progress is accelerated.

- The teaching of disabled pupils and those who have special educational needs is very effective. This is because staff know precisely what these pupils need to do to make at least good progress and have the skills which enable this to happen. Teachers effectively plan and deliver work for this group of pupils in mixed-age classes, which results in good progress in every year group.

### **The achievement of pupils is good**

- As a result of the swift actions taken by the headteacher since his appointment to improve teaching and raise expectations of pupils, progress is accelerating quickly. More pupils are on track to attain higher levels this year in reading, writing and mathematics.
- Children start in Reception with skills and understanding that are broadly typical for their age. They make good progress and move into Year 1 with attainment that is better than average. This year children are making better progress than in previous years and are on track to attain higher in every area of learning.
- Pupils continue to achieve well across the school with standards at the end of Year 2 and Year 6 better than the national average. Currently pupils are making consistently good progress in every year group and in every subject, although the progress of the most able slows when the work is not challenging enough.
- The school has taken effective action to improve writing standards this year by making changes to the curriculum. Pupils regularly use the 'Forest School' to gain inspiration for their work. As a result pupils' attitudes to writing and their performance, particularly for the boys, have improved.
- Progress is good in a range of subjects. For example, in physical education, pupils' co-ordination skills in are developing quickly, due in part to the positive impact of the sports funding.
- Over their time in the school pupils make good progress in reading. Pupils enjoy their reading and quickly become fluent by applying their phonic understanding. Last year a greater proportion of pupils than national attained the required standard in the Year 1 national phonics screening check.
- Pupils' progress in writing, while good, is not as strong as in reading. Scrutiny of pupils' writing in books indicates that some pupils do not consistently use correct grammar, such as verb tenses, punctuation and accurate spelling of familiar words.
- In all year groups pupils make good progress in mathematics as a result of being able to successfully use their secure strategies in different tasks, such as problems involving fractions. There are occasions where the tasks given to the most-able pupils are not challenging enough. This limits the progress they make as they have fewer opportunities to develop their reasoning skills.
- Disabled pupils and those who have special educational needs make good and often outstanding progress, with some pupils making better progress than their peers due to the high quality intervention they receive. Such rates of progress are enabling this group to catch up with their classmates.
- The most-able pupils do well in reading and writing, with an increasing number of pupils attaining the higher levels. As a result of the improved training given to teachers, these pupils make good progress as they are sufficiently challenged. In mathematics this group are not making rapid progress, as they do not consistently show secure understanding of how to use harder skills in the new curriculum.
- Disadvantaged pupils make similar progress to their classmates, with some of these pupils outperforming their classmates. There were too few disadvantaged pupils in last year's Year 6 to compare their results with those of their classmates without the risk of identifying individuals.

**The early years provision is good**

- The good start children get in the Reception class prepares them very well for their time in school. Staff quickly assess children when they arrive in Reception. The progress of each child is closely monitored, with plans and targets adapted to reflect each child's learning. As a result, children of all abilities make good progress through the Reception year. They are ready to move into Year 1 because most children reached a good level of development across all areas of learning in 2014. This year even more children are on track to attain this good level.
- Behaviour is outstanding, with children responding well to clear expectations. They thoroughly enjoy their learning showing excellent attitudes in all their activities. Well-designed indoor and outdoor learning environments ensure they feel, and indeed are, safe.
- Teaching is good with all adults demonstrating secure subject knowledge. Adults question children thoughtfully, probing their understanding and developing their vocabulary. The most-able children are not always challenged as well as they might be, particularly in their mathematics work.
- Children's progress is monitored regularly and with increasing accuracy. Records are maintained and used to inform planning so that activities build on children's previous learning and interests. This underpins their good achievement.
- The early years' setting is very well led and managed, with the leader clear in her vision for further improvement. Records of children's achievements are shared with parents through their individual learning journals.



## 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> | 125630       |
| <b>Local authority</b>         | Warwickshire |
| <b>Inspection number</b>       | 462535       |

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>                     | Voluntary controlled     |
| <b>Age range of pupils</b>                 | 4–11                     |
| <b>Gender of pupils</b>                    | Mixed                    |
| <b>Number of pupils on the school roll</b> | 138                      |
| <b>Appropriate authority</b>               | The governing body       |
| <b>Chair</b>                               | Diane Steed              |
| <b>Headteacher</b>                         | Adam Walsh               |
| <b>Date of previous school inspection</b>  | 18 April 2013            |
| <b>Telephone number</b>                    | 01789 762444             |
| <b>Fax number</b>                          | 01789 766832             |
| <b>Email address</b>                       | admin3021@welearn365.com |

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