

Alderman's Green Community Primary School

Inspection report

Unique Reference Number	103638
Local Authority	Coventry
Inspection number	355416
Inspection dates	23–24 May 2011
Reporting inspector	Lynne Blakelock

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	The governing body
Chair	Stephen Rees
Headteacher	Gillian Bowser
Date of previous school inspection	21 January 2008
School address	Aldermans Green Road Coventry CV2 1PP
Telephone number	024 76688918
Fax number	024 76687400
Email address	admin@aldermansgreen.coventry.sch.uk

Age group	3–11
Inspection date(s)	23–24 May 2011
Inspection number	355416

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.

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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This pilot inspection was carried out by three additional inspectors. They observed 12 teachers in 23 lessons, over approximately 10 hours of teaching. As well as classes being observed, over the full lesson or part-lesson, inspectors spent time watching the learning of pupils in small groups and individually and discussed their learning with them. Meetings were held with senior and middle leaders, groups of pupils and representatives of the governing body. The inspectors looked at information relating to the attainment and achievement of all groups of pupils, samples of pupils' learning and the school development plan. They analysed 71 parental questionnaires.

Information about the school

This is a larger than average school compared to others of its type. An above average proportion of pupils are from minority ethnic groups, demonstrating a significant increase since the last inspection. The proportion of pupils known to be eligible for free school meals is high. A well above average proportion of pupils has special educational needs and/or disabilities, of which most are moderate learning or behavioural difficulties. A much higher proportion of pupils than found nationally join or leave the school at other than the expected times.

The school has recently achieved National Healthy Schools status, the Bronze Eco-schools Award and the Foundation Level International Schools Award. It holds the Basic Skills Quality Mark.

Since the last inspection, a new senior leadership team, including the headteacher, have taken up their posts. The school has met the government's floor targets for academic performance in two of the last three years.

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	3
Achievement	3
Teaching	3
Leadership and management	3
Behaviour and safety	3
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- This is a satisfactory school. Pupils make satisfactory progress through the school from the Early Years Foundation Stage onwards in reading, writing and mathematics. When pupils reach six years of age, the large majority of them achieve the levels of reading skills expected for their age. The standards that pupils reach are average in English and mathematics by the end of Year 6.
- The school is moving forward because of the clear direction of the headteacher and deputy headteacher. They have put effective systems in place to monitor, evaluate and address the school's findings. These are having a satisfactory impact on standards and progress. The roles of middle leaders and their impact on driving improvement are developing.
- Pupils enjoy school. It provides a safe and caring environment. Pupils get on well with each other and many show support and kindness towards each other, both in learning and playing. A wide range of activities, inside and outside of the classroom enable them to develop a variety of personal and inter-personal skills. In addition, their experiences help them develop confidence and self-esteem to move forward satisfactorily in their learning.
- The quality of teaching is satisfactory. In a number of lessons, teaching is good but there is variability in practice through the school, leading to satisfactory progress over time. The tasks that pupils are given do not consistently provide an accurate match of work to their needs, so that work can be too hard or too easy.
- Pupils' behaviour is satisfactory. Many pupils always behave well and in effective lessons, all pupils behave well. A few pupils become restless in those lessons which do not engage them. Around the school, behaviour is

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

satisfactory.

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

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by ensuring that:
 - activities provide an accurate match of challenge to pupils of all abilities
 - pupils develop more ownership of their learning and progress, through their close understanding of how to move on to the next level of learning.
- Strengthen the effectiveness of middle leaders by making sure that:
 - they have a detailed knowledge and understanding of learning and achievement in their areas
 - they use the information that they have to improve the quality of teaching and learning so that it is consistently good and accelerates the pace of pupils' progress.

Main report

Since her appointment, the headteacher has overhauled the school's monitoring and evaluation systems. Regular and detailed evaluation of its practices and performance, together with her restructuring of leadership and management's roles and responsibilities, have resulted in a secure foundation for improvement. By the end of Year 6 pupils achieve average standards in English and mathematics. The shared commitment and determination of the staff to drive the school forward, and their good team work, are equally significant factors. The headteacher deserves great credit for these improvements and much has been achieved by her valuing and empowering the staff. Many initiatives are work in progress. One outcome is the three year improvement in pupils' attendance, which is now satisfactory. The number of pupils who are persistently absent has halved in three years because of the effective strategies by the staff, which are supported by outside agencies. The improved range and quality of data about pupils' progress and involvement is fundamental to the school's sound capacity for improvement. Such information ensures satisfactory equality of opportunity and enables staff to tackle any discrimination.

Senior management has distributed leadership more widely through the school, with a major focus on raising attainment through 'standards leaders' roles. Very clearly laid out responsibilities and reviews of progress towards targets are pivotal in improving provision. However, the impact of middle leaders' roles is variable. Their coaching of individual staff is promoting improving classroom practice but they do not have a complete picture of the quality of teaching in their areas and so are not yet able to drive progress as uniformly as possible. However, systems are embedding and staff's skills strengthening, confirming the school's satisfactory capacity to move

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

further forward. The governing body challenges the school's performance and has begun collecting information for itself, in order to be able to help steer the school. Its safeguarding systems meet statutory requirements.

Although attainment is variable from year to year, due to a range of factors such as high mobility, all pupils make satisfactory progress, including those from minority ethnic groups and those with special educational needs and/or disabilities. Progress is starting to quicken, due to prompt identification, more accurate organisation of provision and specifically focused support. There are more regular opportunities for pupils to learn independently, which also promote their personal development. Pupils who join the school later than expected make satisfactory progress because the staff identify their needs promptly and put appropriate support in place. The pace of progress has accelerated this year as carefully targeted support groups have raised attainment, especially in writing, a priority for the school. The large majority of pupils reach expected levels in reading by six years of age, due to the major focus on letters and sounds within the phonics programme, as well as some effective teaching and support. A group of younger pupils showed clear progression in their knowledge of letters and sounds, aided by regular reviews of their prior learning. A guided reading session effectively challenged pupils and developed their understanding of how words are used to make a point. Pupils were actively involved in discussions to find better words to strengthen the text. This sustained focus was due primarily to the quality of questioning which was exceptionally specific. Overall, pupils make satisfactory progress in reading, literacy and numeracy and the pace of their learning accelerates when teaching is good.

From children's variable levels of knowledge and skills on entry to the Nursery, they make quick gains in learning. Through the Early Years Foundation Stage, they make the progress expected of them although it is an accelerating picture as the staff develop a clearer understanding of how skills are broken up, when teaching. The children enjoy a full range of learning opportunities that promote, for example, purposeful play and opportunities to discover and investigate. Assessments of their learning effectively inform future planning, although that for middle ability children is not always as carefully considered. Through the rest of the school, progress continues to be satisfactory. Although some teaching is good, the quality is variable across subjects and classes. Throughout the school, relationships between pupils and staff encourage pupils' learning. A number of practices are applied consistently. For example staff explain clearly the purpose of each lesson and marking regularly informs pupils how to move forward in their learning. Questioning in some lessons is helpful in extending pupils' knowledge and understanding. However, their progress is restricted when tasks do not regularly demand more challenging thinking or opportunities to apply recently learned skills. In some lessons pupils are reminded of their targets and they are aware of the levels they are working towards. Pupils' ownership for their learning is variable because teachers do not consistently promote this level of involvement.

Pupils see themselves as being part of the school's family and are well cared for. The staff know the needs and concerns of those who are vulnerable and liaise with a

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

range of outside agencies and partners to ensure that they receive the help and support necessary to enable them to learn. For example, monitoring of attendance and pupils' involvement in school activities, enables the school to put into place initiatives to assist well-being and academic progress. While attendance is below that expected nationally for some vulnerable pupils, it is being addressed.

The pupils feel safe, know how to stay safe and are confident that any bullying will be dealt with quickly. Parents and carers, who are positive about the education provided, agree. The school works constructively with them and does so with a range of other partners, broadening the opportunities for pupils, and the professional development of staff. Inspection evidence and the school's data demonstrate that behaviour is satisfactory in lessons and round the school. However, many pupils always behave well and this is another improving aspect of the school's work. Most pupils arrive punctually to begin the school day. The importance of good attendance and punctuality is reinforced regularly, through assemblies and programmes of learning. Similarly, pupils have regular opportunities to promote their social and moral development, through regular team and leadership roles. Such opportunities broaden pupils' understanding of the qualities and skills needed in adulthood. Generally, pupils learn and play harmoniously, respecting each other's differences. They understand the difference between right and wrong and the importance of being honest and fair. While pupils have planned opportunities to find out about a range of faiths, their cultural understanding, while satisfactory, is not as a matter of course, reflected in the school's planning for learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Alderman Greens Community 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 12 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 297 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	54	76	16	23	1	1	0	0
Q2 My child feels safe at school	50	70	21	30	0	0	0	0
Q3 The school helps my child to achieve as well as they can	46	65	25	35	0	0	0	0
Q4 The school meets my child’s particular needs	37	52	33	46	1	1	0	0
Q5 The school ensures my child is well looked after	45	63	26	37	0	0	0	0
Q6 Teaching at this school is good	40	56	31	44	0	0	0	0
Q7 There is a good standard of behaviour at this school	25	35	41	58	3	4	0	0
Q8 Lessons are not disrupted by bad behaviour	30	42	33	46	8	11	0	0
Q9 The school deals with any cases of bullying well	29	41	36	51	3	4	0	0
Q10 The school helps me to support my child’s learning	44	62	27	38	0	0	0	0
Q11 The school responds to my concerns and keeps me well informed	40	56	27	38	4	6	0	0
Q12 The school is well led and managed	45	63	21	30	5	7	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development.
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.



25 May 2011

Dear Pupils

Inspection of Alderman's Green Community Primary School, Coventry CV2 1PP

Thank you for making us welcome when we visited you recently. We enjoyed watching you learning and playing. It was very helpful to hear your views about your school and the activities that you are involved in. Your school is a satisfactory school. You enjoy being there, feel safe and have opportunities to develop a range of skills that you will need when you are older. While behaviour is overall satisfactory, a growing number of you always behave well all of the time. We were pleased to see that you work together well and help each other out. Here are some of the other judgements that we made.

You make satisfactory progress and reach average levels by the end of Year 6 in English and mathematics. Teaching is satisfactory overall but a growing proportion is good and in those lessons, you make good progress. The headteacher works very hard, together with the deputy headteacher, to improve the school. As a result, standards in writing have increased and attendance levels have improved and are now satisfactory. However, there is more to be done. On behalf of the team, I have asked the headteacher to help quicken your progress. She is going to do this by making sure that the work the teachers give you is at just the right level to challenge you and to help you make quicker progress. I have also asked her to make sure that you can take more control of your progress by knowing exactly what you have to do to move on to the next level in English and mathematics.

As part of improving the school's performance, the headteacher has given middle leaders the important roles of checking how things are going in their area. I have asked that there is a focus on finding out how well you are learning and that the leaders make the necessary changes to ensure that teaching is always good.

We hope that you will help the staff to make these changes by working as hard as you can.

Yours sincerely

Lynne Blakelock
Additional inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: 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.**