

Charter Primary School

Mitchell Avenue, Coventry, CV4 8DW

Inspection dates 22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
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 executive headteacher, the head of school and the deputy headteacher provide strong, ambitious leadership. This means pupils' achievement is improving and is currently good.
- The school has continued to develop since its previous inspection. The school leadership and staff are constantly trying to find better ways to help pupils to learn.
- Behaviour is good. Pupils say they feel very safe and well looked after in school.
- Adults develop pupils' personal, social and emotional attitudes well.
- Currently disadvantaged pupils make good progress, relative to their starting points. The gap between their achievement and other pupils nationally is closing quickly.
- Staff are very committed and hard working. Most teaching is good and improving further owing to the strong leadership of teaching and learning.
- Governors know the school well and offer a good level of challenge and support for leaders.
- A lively and well-planned range of topics promotes pupils' enjoyment of learning and their achievement.
- From their various starting points, pupils' progress across the school in reading, writing and mathematics is good.
- Children in the Nursery and Reception make good progress from their very varied starting points and particularly in their speaking and listening skills and in their personal and social development. Staff accurately check on children's knowledge and understanding when they start at the school.

It is not yet an outstanding school because

- Some of the most able pupils do not make as much progress as they could because the work set for them is sometimes too easy, and so does not challenge them to try their best.
- Marking does not always give pupils good enough advice on how they can improve. Sometimes pupils do not have enough time to correct their mistakes.
- Information about a few children's learning in the early years is not always analysed well enough by leaders to gain a full picture of children's progress in all the areas of learning.

Information about this inspection

- Inspectors observed pupils’ learning in 13 lessons or parts of lessons, including one seen jointly with the headteacher. One inspector also observed an assembly.
- Discussions were held with the head of school and other leaders, members of the governing body and a representative of the local authority. Inspectors also held meetings with pupils, and had informal discussions with pupils around the school.
- Inspectors listened to pupils read, and talked to them about their reading habits. They also scrutinised samples of pupils’ workbooks.
- A range of documents was examined, including development plans, the school’s evaluation of its performance, and documentation related to pupils’ progress, behaviour, child protection and safeguarding.
- The inspectors took account of the 11 responses to Ofsted’s online questionnaire, Parent View, and sought the views of 12 parents they met informally at the start of the school day.
- They considered the 27 responses to the staff questionnaire.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Patrick Amieli

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Children in the Reception Year attend on a full-time basis. Children in the nursery class attend in the mornings.
- The proportion of disadvantaged pupils supported by the pupil premium, at over a half of all pupils, is well above average. The pupil premium funding is additional funding for pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils from minority ethnic groups, at over a third of all pupils, is above average. The proportion of pupils who speak English as an additional language, about a quarter of all pupils, is also above average.
- Relatively high proportions of pupils join and leave the school at different points in the year, as a result of families being moved into and out of social housing.
- The school is in a federation of two schools, which has an executive headteacher and board of governors. There is also a local governing body and a head of school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement further by making sure that:
 - the work for most-able pupils is more challenging
 - pupils can regularly make amendments and improvements to their work following feedback from teachers and other adults.
- Ensure that information collected about the progress of individual children in early years is analysed even more effectively by leaders, so that staff are clear as to exactly how well children are doing in every area of learning and what they should learn to do next.

Inspection judgements

The leadership and management are good

- The leadership team, staff and governors all work effectively for continuing improvement. Everyone's contribution is valued, and morale is high.
- School leaders are effectively improving teaching and learning. Senior leaders make frequent checks on how well staff are doing and set targets to help them to do their jobs even better. They provide relevant training and guidance for staff to improve their work, linked appropriately to the school's priorities. As a result, pupils' achievement is rising. However, the achievement of the most-able is not as strong as it could be because sometimes the work set for them is not challenging enough.
- Leaders know pupils very well. Consequently, leaders tailor accurately the additional support provided for individual pupils, especially where they find learning difficult. Their excellent understanding of the difficulties faced by disadvantaged pupils, as well as disabled pupils and those with special educational needs, ensures that pupils have the support they need to learn well. As a result, they succeed in increasing pupils' confidence and achievement.
- Middle leaders successfully drive forward improvements in their subject areas. Most make regular checks on pupils' learning and their progress, and effectively use this information when planning actions for improvement. Occasionally children's progress is not as clearly recorded and analysed in early years and so staff are not fully aware of those children making slightly slower progress.
- Additional funding to support the learning of disadvantaged pupils has been used wisely, as shown in the good progress they make and their increased participation in school activities, such as visits and sporting events. This participation is an example of the school's success in promoting equal opportunities for all pupils, and removing all discrimination
- The local authority has supported the school well, and since the last inspection has introduced initiatives to improve the quality of teaching. It has also encouraged leaders to introduce termly action plans which have clear targets for improvement. These enable the school to improve at a much quicker rate than previously.
- The curriculum promotes good progress in English and mathematics. Topics are broad and balanced which pupils find both interesting and varied, and encourages them to want to learn. The curriculum is enriched with a number of clubs and visits which help to bring subjects to life and promote pupils' spiritual, moral, social and cultural development well.
- There is a determined effort to broaden pupils' experiences, especially those from disadvantaged backgrounds. For example, the federation of schools organises an annual trip to Paris for Year 6 pupils. It also makes good use of its links within the community to enhance pupils' learning about democracy and British values. A magistrate visited the school to hold a mock trial and the school has established strong links with local community groups and Warwick University. Sport and music are promoted very well. The strong social aspects of their learning give pupils a good understanding of the British values of tolerance and respect, and prepare them well for their future life in Britain.
- The school has good relationships with parents of all backgrounds, and nearly all parents who spoke to inspectors are very pleased with the school and the progress their children make. The school strives to engage parents in their children's learning and in the life of the school. As a result, parental involvement is improving. Good relations are promoted successfully and discrimination is not tolerated in school. As a consequence, pupils have positive attitudes towards each other.
- The extra sports funding has been spent effectively on improving teachers' subject knowledge and in providing a wider range of sporting activities to attract pupils' different interests, such as rugby, netball and swimming. The positive impact is seen in pupils' increased participation in physical activities and improving skills.

- The school successfully manages the high levels of transience in the school population. Pupils, who sometimes arrive with poor levels of achievement and with challenging behaviour, quickly integrate into the school, and many make rapid progress.
- Leaders and governors take care to ensure that effective arrangements for safeguarding are in place. Staff carefully follow the clear safeguarding policies.
- **The governance of the school:**
 - Governors know the school very well, including how well different groups of pupils are doing compared with others nationally.
 - They carry out their own analysis of the school’s performance, and have a good understanding of the quality of teaching, and how it is being improved.
 - The governing body provides good levels of support and challenge to make sure the school continues to improve, and checks the impact of spending. For example, governors monitor the use of pupil premium funding by checking how different aspects of the funded support have helped to improve eligible pupils’ progress.
 - Governors understand how teachers’ performance is managed. They know what is done to reward good teaching and to tackle underperformance in the classroom.
 - Governors ensure that all staff receive good and up-to-date training to keep pupils safe. Governors make regular checks to ensure that safeguarding meets statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are courteous and polite, play well together, and are proud of their school.
- Attendance is above average and pupils are keen to come to school. There are effective systems to check promptly with parents on a pupil’s absence.
- In lessons, most pupils try hard to do their best. Teachers encourage them well to have ‘can do’ attitudes towards their learning, by reminding them of the school’s ethos, known as ‘Values’. These include ‘Aspiration’, ‘Resilience’, ‘Independence’ and ‘Self Belief’.
- The calm, purposeful and secure nature of the school helps those who arrive from other schools with a previously poor behaviour record to significantly improve their behaviour.
- The systems for managing behaviour are well understood by pupils. They correctly trust adults to deal with any misbehaviour calmly and fairly. Poor behaviour is well managed through a staged approach, which gives the pupil a chance to improve before more serious sanctions need to be used.

Safety

- The school’s work to keep pupils safe and secure is good. Leaders and teachers make sure that pupils learn how to stay safe, including when using the internet, and teach older pupils how to make sensible choices when away from home or school, and without adult supervision.
- Pupils say they feel safe in school and are confident that staff will help them if they have a problem. They appreciate the ways the school helps them to talk about any worries they may have.
- They have a good understanding of the different types of bullying because they receive good guidance from the school. They are confident that adults will deal effectively with bullying, and that they will not tolerate any negative or discriminatory language.

The quality of teaching is good

- Teachers expect a lot of their pupils and they have good subject knowledge. They use assessment and other information to ensure that teaching is well suited to the needs of the majority of pupils, so that they are fully engaged in their learning.
- Teachers use questions well to check pupils' understanding and to help them move on in their learning. This also ensures that pupils' knowledge is deepened and more secure. Furthermore, it extends their language skills, as teachers encourage pupils to make full explanations in their answers.
- Teaching assistants are effective. They support pupils' learning, working with individual children or with small groups. This has a strong impact on pupils' progress in literacy and mathematics. They are especially effective in supporting pupils with special educational needs so that they make good progress and are fully included.
- The school provides extra help for pupils who are at risk of falling behind. In particular, there is effective additional support for Key Stage 1 pupils who have difficulties in learning to read. Leaders regularly check that such additional support is helping the pupils to make better progress.
- Work in books shows that pupils make good progress in writing. Many write extensively because they are given interesting topics to write about. Work in mathematics books show that pupils make good progress across a range of topics, and can use their knowledge to tackle new problems. The work in their books is plentiful and pupils take pride in the presentation of their work.
- In mathematics, there is now a greater emphasis on problem-solving. Teachers provide tasks which enable pupils to apply and consolidate their mathematical skills, and so make better progress.
- The teaching of reading is improving. More consistent teaching of phonics is helping even the least able to tackle new words with increasing confidence.
- Teachers' marking and feedback to pupils, although effective in some classes, lacks consistency across the school. Not all teachers provide clear enough advice for pupils about how to further improve their work. They do not always check that pupils follow this advice and so improve their understanding and work further.
- Where teaching is less effective, the progress of the most-able pupils is slowed because they are given work which does little to extend their thinking or strengthen their skills. Sometimes learning time is wasted for the pupils as they quickly complete work that is too easy and then have to wait for others to catch up.

The achievement of pupils is good

- Children enter the Nursery and Reception classes with widely varying starting points. Overall their skills on entry are particularly weak in speaking, listening and in managing their feelings and behaviour. Early years children make good progress, but their knowledge, skills and understanding when they leave Reception are still at a little lower level than those expected for their age.
- By the end of Key Stage 1 in 2014, the proportion of pupils reaching expected levels was broadly in line with the national average. However, the proportion of pupils who exceeded expected levels was a little lower than the national average. Assessments of the pupils coming to the end of Key Stage 1 this year show that they will have higher levels of attainment than the previous year, with more pupils exceeding the levels expected for their age. Checks carried out by inspectors on samples of pupils' work showed that these assessments are correct.
- The proportion of pupils leaving the school in 2014 who reached the levels expected of them was similar to that seen nationally. However, the proportion of pupils who exceeded expected levels was considerably

lower than the national average in mathematics.

- By the end of Key Stage 2 in 2014, nearly all of the pupils made at least expected progress and nearly a third of them made more than expected progress in reading, writing and mathematics. However, throughout the school, pupils' achievement has improved this year and more are making good progress or better from their starting points in all subjects.
- Pupils currently in Year 6, including those from minority ethnic groups, make good progress. School records supported by an examination of work in pupils' books by inspectors, show that nearly half of all pupils are working at a higher level than expected in reading, writing and mathematics. Of these pupils, over 40% are making more than expected progress in reading and writing, and over 35% are making more than expected progress in mathematics. Throughout Key Stage 2 pupils' achievement is accelerating because of improvements in teaching and assessment. As a result, pupils' attainment is getting better year on year.
- In 2014, the Year 6 pupils supported by the pupil premium made similar progress to other pupils nationally. The gap between the attainment of disadvantaged pupils and that of other pupils nationally in mathematics, reading and writing was smaller than in previous years. However, they were still about three terms behind the standards of other pupils nationally in mathematics, two terms behind in reading and about a term and a half behind other pupils nationally in writing. The gap between disadvantaged pupils in the school and their classmates was less than a term in reading and writing and two terms in mathematics.
- In the current Year 6, the progress of disadvantaged pupils is similar to that of their classmates, and a considerable proportion reach higher levels of attainment than their classmates in reading, writing and mathematics. Throughout the school, disadvantaged pupils now make progress which is at least as good as that of their classmates. This is because of the tailored support that they now receive and the ways that the leadership check on its effectiveness.
- Disabled pupils and those with special educational needs receive effective support and make good progress from their different starting points. Teachers identify the gaps in these pupils' skills well so that these pupils receive the right level of support and their needs are met.
- Pupils with English as an additional language often have lower starting points than other pupils in school, but have similar rates of progress because of teaching which addresses their language needs well.
- Pupils who arrive midway through their school careers, sometimes because of difficulties in other schools, usually settle well. Staff carefully check on the challenges they face and find ways to successfully reduce their problems. Many pupils make good progress as a result of effective guidance from adults and because of the example set by the calm and purposeful attitude of other pupils.
- Some of the most-able pupils do not achieve as well as they could because the tasks set for them are not always challenging enough. However, most-able pupils now receive well targeted additional support to help them achieve at the highest levels and this is already accelerating their learning.

The early years provision

is good

- As a result of a well-planned induction process, children settle quickly into school. Teaching in the early years is consistently good, and relationships between staff and children are very strong. Consequently, children make good progress, particularly with their personal, social and emotional skills, and in their listening and language skills. A higher proportion of children than in previous years are on course to attain skills, knowledge and understanding which are typical for their age. They are effectively prepared for Year 1.
- The early years is led and managed well. Staff keep accurate records of what children can do and know. However, early years leaders do not always use this information to best effect to identify what the children need to learn next in the different areas of learning. As a consequence, a few children do not make as

rapid progress as they could, because the tasks do not sufficiently challenge them.

- The teachers and other adults encourage children to make many choices for themselves, so that they feel that they can have some control over their learning. Adults plan well-organised and interesting activities for children that broaden their experiences and opportunities for using language. For example, during the inspection a teacher encouraged children to examine some herbs in pots, and to talk about what they could see and feel. She then showed them how to plant them. Occasionally, however, the activities do not sufficiently extend each child's learning.
- Teachers have developed effective ways to help parents' involvement in their children's learning. For example, there are planned opportunities for parents to take part in weekly reading sessions. The early years leader visits homes and other pre-school settings before children start school to get a good picture of each child's abilities and learning needs. This means that children quickly feel safe to 'have a go' and learn.
- Teaching assistants support children's learning well by taking every opportunity to extend their vocabulary and to develop other aspects of their learning. This includes their work with disabled children and those who have special educational needs, who settle quickly, enjoy school and also learn well.
- The early years leader ensures that adults provide a good level of care, guidance and support. Effective procedures to keep children safe at all times mean that they feel secure and are ready to learn. Children observed during the inspection understood that sharing, taking turns and cooperating are important. Their behaviour is good, and is well managed by adults.

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

Unique reference number	134019
Local authority	Coventry
Inspection number	462581

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Gill Browett
Headteacher	Georgette Franklin Derek Gardiner (Executive Headteacher)
Date of previous school inspection	8 May 2013
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