



# Coughton CofE Primary School

Inspection Report

**Unique Reference Number** 125630  
**LEA** Warwickshire  
**Inspection number** 281968  
**Inspection dates** 10 May 2006 to 10 May 2006  
**Reporting inspector** David Carrington AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Coughton Lane
<b>School category</b>	Voluntary controlled		Alcester
<b>Age range of pupils</b>	4 to 11		Warwickshire B49 5HN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01789 762444
<b>Number on roll</b>	139	<b>Fax number</b>	01789 766832
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mike Thake
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Ms Lesley Walker

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 10 May 2006 - 10 May 2006	<b>Inspection number</b> 281968
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Coughton Church of England Primary School is a smaller-than-average primary school. The pupils come from a fairly wide area around the village of Coughton in west Warwickshire. No pupils are entitled to free school meals. Very few pupils have English as an additional language. The number of pupils with learning difficulties is below average. When children start in Reception they have above-average skills and knowledge. At the time of the inspection the headteacher had been in post for just ten days.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Coughton Church of England Primary School provides a satisfactory education for the pupils. They make satisfactory progress from their above-average starting point in Reception to the above-average standards they achieve at the end of Year 6. Provision for children in Reception is satisfactory and they make sound progress. By the time they join Year 1, most have met or exceeded their goals. Higher-attaining pupils do not always do as well as they should. However, targets set for pupils are more demanding than in the past and they are on course to meet them. Teaching quality is satisfactory, though it is evident that it is improving.

The very new headteacher has already identified a number of key areas for improvement. In some cases these are a continuation of work begun over the last year. The systems of target setting and tracking, monitoring and evaluation are insufficiently rigorous to enable the school to spot pockets of underachievement quickly enough.

The two main strengths of the school are the pupils and the staff. The pupils are well behaved, they enjoy their work in school and they get on well with each other and with the adults in school. The staff form a united team that is convinced it can succeed in making the improvements necessary to increase pupils' achievement. There are promising signs that standards are rising as a result.

Although systems to ensure pupils make best possible progress require improvement, the school has a realistic understanding of its strengths and weaknesses. This overview matches that of inspectors. The school has made satisfactory improvements to date and has the potential to continue to do so. It gives satisfactory value for money.

### What the school should do to improve further

- Increase achievement by ensuring that the more able pupils are consistently set challenging work and that their targets are sufficiently demanding.
- Improve the target-setting and tracking system to ensure that pupils are always well on course to meet their personal targets.
- Involve staff more in monitoring and evaluating standards and the quality of provision so they have greater personal and collective responsibility for the school's performance.

## Achievement and standards

### Grade: 3

Standards are above average and achievement is satisfactory. Children start Reception with slightly above-average skills and knowledge. They make satisfactory progress and, by the time they join Year 1, nearly all have reached their targets and some have exceeded them. The mathematical development of children is a comparative strength.

Progress continues to be satisfactory through Years 1 and 2. The current standards in Year 2 are higher than last year and are above average. This is largely because the

school has set more demanding targets for the class, especially for the more able, and an increased number are in line to achieve the higher Level 3 in their national assessments. The very few pupils who have English as an additional language progress at the same rate as the other pupils. In Years 3 to 6, progress remains satisfactory. By the end of Year 6, standards are above average, with the highest results in English, where they are well above average. The school has made changes to the science curriculum and pupils are enthusiastic in their scientific investigations. This year, results in science are above the average standards of last year. Pupils are on track to meet the challenging targets in English, mathematics and science.

Pupils with learning difficulties make steady progress and reach their personal targets because work is geared to their needs. More-able pupils throughout the school could achieve more. Their targets have not been high enough in the past, though there is now more challenge in their work. However, this is not always the case and whilst their achievement is improving, it is not yet brisk enough.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good personal development and well-being are firmly based on their effective spiritual, moral, social and cultural development. Pupils are developing as well-rounded people. They are confident and articulate. They have a clear moral understanding, behave well and enjoy good relationships with each another.

Pupils come happily to school and attendance levels are very good. They clearly enjoy school and like learning. Pupils keep healthy and fit and know what makes a healthy diet. Pupils play a good role in the local community through their involvement in special events in and around the village.

Pupils take on responsibilities with enthusiasm. The school council, for example, conscientiously represents the views of all pupils and was recently involved in the interviews for the new headteacher. Pupils are alert to the need to keep safe. The school council suggested that new fencing be provided around the school field in order to ensure no pupil strayed beyond the bounds. Pupils' understanding of the democratic process, their ability to work in teams with children of different ages and the opportunities that they are given to express their views are helping them to develop skills which will be crucial in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and improving. About half the staff have joined the school in the last eighteen months. They have been well appointed and they have settled effectively to the task of raising achievement. There is some good teaching, for example, in English, where pupils' progress has accelerated this year. Expectations

are rising well, though activities for the more able pupils are not always hard enough and they are often given the same work as the other pupils.

Satisfactory teaching and learning in Reception are resulting in sound gains in children's skills and knowledge. This is maintained in the other years in school. The very few pupils who have English as an additional language settle effectively to their learning because they are supported successfully. Assessment is satisfactory and is developing soundly as the basis for improved target setting and tracking. Pupils with learning difficulties make steady progress because their work is rooted in the careful assessment of their needs and well-focused individual work programmes.

## **Curriculum and other activities**

### **Grade: 3**

Work planned in different areas of learning and subjects is satisfactory and is enriched well by a range of interesting projects and out-of-school activities. In the Foundation Stage the key focus is on basic skills of reading, writing and numeracy.

Generally, work is well matched to pupils' differing learning needs and staff take particular account of the different age groups in classes when planning work. Good use is made of the local area to extend pupils' experiences through activities such as visits to the local church. Special weeks and initiatives bring learning alive for the pupils and the school is currently working towards 'Eco School' status. There is a sound programme which underpins pupils' understanding of the need to stay healthy and safe. Pupils have appropriate opportunities to develop skills which will equip them for later life through a well thought out 'Young Enterprise' scheme.

## **Care, guidance and support**

### **Grade: 3**

This area is satisfactory. Staff know the pupils well and provide them with good support and guidance. This means that pupils are confident that their worries and concerns will be dealt with sympathetically. They say that they feel safe at school and that the good care given by the staff is one of the best things about Coughton Primary. It is evident that pupils' welfare, health and safety are guarded with care.

Academic guidance is satisfactory and has improved over the last year. All pupils are aware of what they need to do to move forward in literacy and numeracy. The school is in the process of making some of its approaches to care, guidance and support more formal. The necessary improvement to target setting and tracking is an example of where systems to support effective care can be updated.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The new headteacher has made a determined start and already has flagged a number of areas for improvement. She has

yet to complete her overview of the school and its effectiveness but has good experience to lead the school to better provision and outcomes.

Systems to support leaders are not as consistent or rigorous as they should be. For example, the process of monitoring and evaluating the school's effectiveness does not fully involve all staff. Despite the gaps in the monitoring systems, the school's self-evaluation is reliable. School self-evaluation is accurate and matches the judgement of inspectors. Staff, governors and parents are all involved soundly in the process. Governors have a good understanding of the work of the school and they ask challenging questions to ensure the school is enabling the pupils to make the necessary progress.

Governors also have an effective system for making new appointments and the current staff are developing well as a team who know the school's priorities and have good expectations of work and behaviour.

Parents generally have a good say in school matters and their views are taken seriously in planning for improvement. Suitable follow-up action is taken to answer concerns or suggestions. The school also shares targets for work with parents. These targets are now more challenging, though progress towards them is not yet tracked effectively enough to ensure progress is maximised. There have been significant changes of staff recently that have been managed well. Although there has been major change in leadership during the last year, the school has taken some important steps forward, not least in raising expectations. Overall improvement has been satisfactory so far and, under the leadership of the new headteacher, the school has the capacity to make increased improvement in the years ahead.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us and sharing your thoughts about your school. We enjoyed our visit and think that there are a number of things that you can be proud of.

You behave well and work together sensibly, happily and enthusiastically.

You know how to keep healthy and safe.

You are keen to come to school and your attendance is good.

You try your best and reach good standards.

There are three main improvements the school can make.

Ensure that your work is always hard enough.

Make sure you are reaching your targets quickly enough.

Check more often that you have good lessons all the time.

You can help your teachers make these improvements by continuing to work hard and to explain how well you think you are reaching your targets.

When we talked together you said that you would like flowers to cover the school field. Some of you then said that this would be difficult as they would get trampled on. Can you come up with any ideas to solve this difficulty? Share them with your teachers.

Good luck in your learning.