



Charter Primary School

Inspection Report

Unique Reference Number 134019
LEA Coventry
Inspection number 282421
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector Rashida Sharif HMI

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

Type of school	Primary	School address	Prior Deram Walk
School category	Community		Coventry
Age range of pupils	4 to 11		CV4 8FT
Gender of pupils	Mixed	Telephone number	024 76675362
Number on roll	253	Fax number	024 76672432
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	10 October 2005	Headteacher	Mr Paul Hardisty

Age group 4 to 11	Inspection dates 9 May 2006 - 10 May 2006	Inspection number 282421
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Charter Primary is a new school created in 2003 as a result of the amalgamation of two primary schools. The school moved into its new building in January 2006. The majority of the pupils are White British. The proportion of pupils eligible for free school meals is well above average. A high proportion have learning difficulties and disabilities. The school serves an area that is recognised as one of the most socially disadvantaged in Coventry. There have been significant changes in the senior leadership of the school in the last 12 months.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Charter Primary School provides a satisfactory education for its pupils. The school is a welcoming place and staff are growing in confidence as the school improves. The headteacher gives a strong lead to the school and has a clear vision of how good he wants it to be. He is ably supported by a relatively new senior leadership team and the governors. Together, they have a clear view of the school's overall effectiveness and its strengths and weaknesses. They know what must be done to improve further, although the advice given to teachers to help them improve is not clear enough. The recent improvements, achieved by working in close cooperation with the local authority, have put the school in a good position to improve further in the future. It provides satisfactory value for money. Standards have been exceptionally low since the school opened, partly because of difficulties in appointing staff. A stable staff team is now in place, teaching is now satisfactory and pupils are making sound progress across the school. This starts in the nursery and Reception classes, where the children's provision is satisfactory and their progress steady. By the time they enter Year 1, their standards are well below average, but this reflects in the main their very low starting points when they enter the school. Pupils' behaviour and attitudes have improved significantly and are now good, which allows pupils to enjoy being in the school. However, attendance is well below average due to condoned absence of a small number of pupils by their parents. The school council makes a positive contribution to the school community. There are some good features of the teaching and pupils' progress is checked regularly. But the marking of work is uneven and pupils often do not know well enough what they must do to improve. The curriculum is satisfactory and well enriched with visits and extra-curricular activities. Support staff are deployed effectively around the needs of pupils. The pupils are well cared for in many respects but the targets set for them are not challenging enough with the result that their progress in English and mathematics is restricted.

What the school should do to improve further

- set more challenging targets to raise overall standards in speaking, listening, reading, writing and numeracy for all pupils
- implement a common approach across the school to assessing and marking pupils' work so that pupils know what they need to do to further improve
- improve attendance of all pupils by working more closely with parents
- follow the monitoring of teaching by senior staff by providing clearer advice to teachers to help them improve their lessons.

Achievement and standards

Grade: 3

Pupils make satisfactory progress across the school. As a result, standards are improving but because of weaker teaching in the past they remain very low. Children enter the Nursery class with standards well below those expected, particularly in their personal,

social, emotional and communication skills. They make steady progress to the end of the Reception Year but their standards remain well short of those found nationally. Test results at the end of Year 2 were significantly below the national average in 2004 and 2005. The school's monitoring shows that this was largely due to weaknesses in teaching in Years 1 and 2. The school is tackling these weaknesses rigorously and inspection evidence shows that pupils in Years 1 and 2 are now making satisfactory progress due to better planned teaching, which is beginning to meet successfully the needs of most pupils. Standards in the 2005 tests for Year 6 were significantly below the national average. The school's data show that this was a particularly challenging year group that was affected by the merger of the two schools and staffing problems. The school's own assessment shows that pupils are now making satisfactory progress, something that the inspection evidence confirms. This improvement has been greatly helped by additional 'booster' classes put on by the school. Although pupils are reaching their targets, these are not always as challenging as they should be. The school is aware of this and more demanding targets are now being set. Standards, though now improving soundly, have been particularly low in aspects of English and mathematics. This shows itself in the capacity of the pupils of all ages to speak and listen to each other, and to read and write. Their number work is also behind where it should be. Pupils with learning difficulties and disabilities achieve satisfactorily in relation to the targets in their individual action plans. This is due partly to the good level of additional support from teaching assistants, who work closely with pupils in meeting individual needs.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils know right from wrong and have a sound understanding of different faiths. In lessons, pupils are generally attentive and responsive. Most pupils enjoy school and attend regularly, but attendance overall is well below the national average due to a small minority who have too much condoned absence. Although a number of parents expressed some concern about behaviour and bullying, inspectors judged behaviour in lessons and around the school to be good. Pupils feel safe, behaviour is much improved and any incidents of bullying are swiftly dealt with, which enables pupils to feel safe. Pupils feel safe and confident that there is always someone to talk to if they have a problem. The pupils take on duties, such as school councillors and 'playground pals', that involve them in the life of the school. School councillors have been involved in asking others' opinions and choosing playground equipment for which they were given a small budget. They take good advantage of a range of opportunities to keep fit and eat healthily, citing the salad bar at lunchtime as an incentive to help them choose a good diet. All pupils have their drinking bottles, and use the filtered and cooled water that is available at all times. Pupils make a satisfactory contribution to the community through the school's links with local businesses and the nursing home and gain awareness of the needs of others through charity fundraising. Pupils develop skills to contribute to their future economic well-being through opportunities for teamwork and independent learning, although

their literacy and numeracy skills still lag behind. The fundraising activities and management of the school council budget are teaching pupils effectively about enterprise. Money management is further developed through links with a local credit union where pupils are encouraged to save.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with some good features. Teaching is improving because of the greater stability of staffing and regular monitoring, which clearly identifies good practice and areas for improvement. The temporary nature of some teaching staff over the past has had an adverse effect on pupils' attainment and has contributed to inconsistent expectations of pupils and a lack of challenge in many lessons. The school has correctly identified these inconsistencies and has introduced a programme of rigorous assessment and monitoring of lessons and pupils' progress together with weekly planning evaluations. The lessons seen during the inspection were satisfactory or good. Where the teaching is effective, there is a brisk pace, with high expectations of pupils' behaviour. A variety of interesting activities are planned, which are well prepared and engage and challenge pupils. Teachers have good relationships with pupils and teaching assistants work well alongside teachers to give pupils valuable individual or group support. Teachers are improving the ways in which they track pupils' progress and set individual and group targets. This needs to be more efficient for standards to rise more quickly, in English and mathematics particularly, and for staff to know precisely which aspects of provision need development. The quality of marking varies greatly. The school has introduced a 'Focused Marking' strategy to improve day-to-day assessment. However, this is not used consistently throughout the school. Teachers rightly praise pupils for their efforts, but many comments in books are too general. As a result, pupils are not sufficiently aware of what they need to do to further improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Timetables have been constructed to reflect the needs of the pupils. Additional time has been appropriately allocated to literacy and numeracy. Also, booster initiatives and support strategies have been successfully used to help to accelerate progress. Teachers in the Foundation Stage provide a useful range of practical activities that capture the children's attention and motivate them in their learning. Suitable attention has been given to building links between subjects, for example, pupils learn about healthy living through science and physical education. There is an appropriate personal, social, health and citizenship education programme, which prepares pupils for life outside school. The importance placed on promoting healthy exercise is demonstrated through the time allocated to physical education lessons. Pupils enjoy a range of clubs and activities organised for them outside school

hours. For example, there is a wide range of after school activities; the annual residential visit for Year 6 pupils does much to enhance their personal and social skills; and good use is made of visits and visitors to the school and links made with local business partnerships. For example, the school is working in conjunction with a local credit union to encourage the pupils to save and have an understanding of money management and with Warwick University Art Centre to produce a bold and striking collage that is on display in the reception area.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for its pupils, both academic and pastoral. Effective systems for ensuring the safety and wellbeing of pupils have been introduced. Incidents of bullying are dealt with swiftly and seriously. Most parents are confident that their children are well looked after. Procedures for child protection and health and safety are clear, up to date and understood by staff; any pupils who are at risk are quickly identified and supported. The quality of support for pupils with learning difficulties and disabilities is sound and outside agencies and parents are effectively involved. This enables them to make satisfactory progress. The process of setting targets is still being developed and is beginning to help pupils, particularly in Year 2 and Year 6, to understand how well they have done. But they are not challenging enough and cause progress in English and mathematics to be slower than it needs to be to enable the pupils to catch up. The school is continuing to work closely with the education welfare officer and parents to improve attendance.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher has taken a strong lead in helping the school to improve after a turbulent period, which affected pupils' progress, especially in English and mathematics. With support from the local authority, the headteacher, staff and governors are working well as a team. Improvement recently has been satisfactory and the school is soundly placed to improve further. The headteacher and his deputy have a clear vision for improving standards. They ensure that all pupils have the opportunity to fully participate in all the school offers and have accurately identified the strengths and areas for further development of the school and are acting on them. The governors work well with the school and are working hard to recruit parents onto the governing body. They have identified and are attending relevant training to bring them up to date regarding their roles and responsibilities. They recognise the strengths and areas for improvement of the school. They are diligent about pupils' health and safety. Finance is well managed and the school ensures that purchases provide best value. The monitoring of teaching and learning is thorough but does not consistently provide advice that is specific enough to help teachers to improve. Priorities for school improvement are sensible and parents and pupils are regularly asked to contribute their views. The school recognises that they need to engage with parents more to ensure that they work with the school.

There is a committed and enthusiastic senior management team, and strategic planning is becoming sharper and focused. Roles and responsibilities are clearer, and the management of middle managers by senior staff is becoming more robust. There is satisfactory capacity to improve.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	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

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

11 May 2006 Dear Pupils I am writing to you about the visit that I made to your school with my colleagues Mrs Val Ives and Mrs Libby Dickson. You may remember that we came to look at all the work that you were doing and to talk to you and your teachers. We really enjoyed talking with you, and thought you were very friendly and helpful. We particularly want to thank the School Council who gave up their lunchtime to talk to us. We would also like to thank your parents for filling in a form recording their views about your school. It helped us to get a good picture of your school in the short time we were there. There were lots of good things that we will remember about your school.

Mr Hardisty and all the teachers really care for you and want you to do well.

You are very well behaved and polite.

You are taught to care for each other.

You enjoy being in the new school with all its facilities and some of you are helping to make it even better.

You work hard in lessons and play together very well.

The governors keep a good eye on the school to make sure everything runs smoothly. They also enjoy visiting you and talking to you.

Everyone in the school gets on well with each other, which creates a pleasant atmosphere. Whilst there are many good things about your school, we decided that there were some things that could make the school even better.

The teachers need to help you even more to improve your work in speaking, listening, reading, writing and numeracy.

All teachers need to do the same thing when they are marking your work so that you know what you need to do to make your work even better.

You need to ensure that you come to school regularly.

The school should make sure that it looks at what it is doing and give each other tips about what could be done better.

Rashida Sharif Her Majesty's Inspector
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