

Aldermans Green Community Primary School

Inspection report - amended

Unique Reference Number	103638
Local Authority	Coventry
Inspection number	308369
Inspection dates	21–22 January 2008
Reporting inspector	Mike Capper

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 on roll	
School	300
Appropriate authority	The governing body
Chair	Rose Wood
Headteacher	Steve James
Date of previous school inspection	1 January 0001
School address	Alderman's Green Road Coventry CV2 1PP
Telephone number	02476 688918
Fax number	02476 687400

Age group	3-11
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in the north east of Coventry with most pupils coming from the local community. The percentage of pupils eligible for free school meals is well above average. The number of pupils with learning difficulties and/or disabilities is above average. Most pupils are from White British backgrounds. More pupils than usual join the school during the academic year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features, especially in the way that members of staff support pupils' personal needs. Members of staff rightly place a high priority on ensuring that pupils enjoy school and the success of this is shown in the way that smiling faces can be seen throughout the day.

The good leadership and management of the headteacher, senior staff and governors mean that the school is moving forward quickly. They have established thorough systems for checking pupils' progress and those who have fallen behind are given good support. Standards are below average by the end of Year 6, reflecting an upward trend since the last inspection. Satisfactory teaching leads to pupils' achievement being satisfactory. Pupils make good progress in mathematics across the school because teachers are successful at ensuring that there is good challenge in numeracy lessons. Children also make good progress in the Foundation Stage. Their different needs are particularly well met. In writing and science, a lack of challenge for more able pupils sometimes slows their learning, and results in few reaching the higher levels in national tests.

Parents are rightly pleased with the good quality care, guidance and support given to pupils. One parent summed up the views of most by commenting that 'The school feels like a happy family where my children have grown in confidence.' Members of staff have established a very strong caring ethos that is reflected in the school's commitment to providing a secure and happy haven for all pupils whatever their background or need. Consequently, pupils' personal development is good. They behave well, are respectful and caring, and quickly become eager and happy learners. Pupils thoroughly enjoy school, especially the extensive range of clubs, visits and visitors that enrich the otherwise satisfactory curriculum. At the moment, pupils do not get enough opportunities to practise and improve their writing and computing skills across the curriculum.

The headteacher and staff continue to share a strong commitment to provide the best possible education for all pupils and there is a good awareness of what remains to be done to achieve this. For example, the school has already taken steps to improve progress in writing by giving pupils more opportunities to write at length. Although this is a very recent initiative, it is already having a positive effect on the quality of written work in some classes. Senior managers have rightly identified that they now need to use information on pupils' progress more sharply to check that initiatives are having the desired effect, especially on the achievement of more able pupils. The improvement in standards since the last inspection demonstrates that the school has a good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Foundation Stage achieve well because teaching is good and they are provided with interesting activities. Although standards are below nationally expected levels by the start of Year 1, children make good progress from their very low starting points. Children make especially good progress in personal and social development because of the high expectations of all adults and the sensitive way that they are helped to settle when they start school. There is a happy, purposeful atmosphere in lessons, although members of staff sometimes miss opportunities to extend learning when children are working independently or in small groups.

The good curriculum includes effective use of the large outdoor areas to support learning. The Foundation Stage provision is well managed. There is a good understanding of what needs developing next, including increasing the rigour of assessment systems so that children's good progress can be more clearly demonstrated.

What the school should do to improve further

- Ensure that teaching always provides enough challenge for more able pupils in science and writing.
- Give pupils more opportunities to practise their writing and computing skills across the curriculum.
- Make sharper use of information about pupils' progress to check that recent initiatives are having the desired effect on the achievement of all pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards have improved significantly since the last inspection though are still below average overall by the end of Year 6. This represents satisfactory progress from pupils' below average starting points at the end of the Reception Year for all pupils, including those with learning difficulties and/or disabilities. In mathematics, the 2007 test results at the end of Year 6 were the best ever and were broadly in line with national averages, with pupils benefiting from numeracy teaching that meets differing needs well. In English, pupils do better in reading than in writing. Pupils get many opportunities to read at school and this has a good effect on learning. In writing and in science, teachers do not always have high enough expectations of more able pupils and the number reaching the higher levels in national tests at the end of Year 6 is much lower than seen nationally.

Personal development and well-being

Grade: 2

Pupils' improved attitudes towards learning have been a key factor in rising standards. Pupils are polite and friendly and behave well most of the time. They are happy to talk to visitors about their work and they take great pride in their individual achievements. Attendance rates are slightly below average. The school does all it can to encourage better attendance. This has helped to reduce absences, although a small number of parents still do not do enough to ensure that their children attend regularly.

Pupils' spiritual, moral, social and cultural development is good. From starting school in the Nursery, pupils quickly learn to care for each other. Visits from members of different faiths and backgrounds mean that pupils have a good understanding of the multicultural society in which they live. Religious artefacts that are on display around school are treated with great respect. Pupils show consideration for others and make a good contribution to the community. There is a successful school council that effectively enables pupils to contribute to the life of the school. Councillors are currently working on introducing a 'healthy tuck shop' in order to extend further pupils' good understanding of how to stay safe and healthy. Pupils make healthy choices about what to eat at playtime and keenly participate in the good range of sports clubs. They

talk confidently about how to avoid dangers such as those they might encounter on the Internet. Pupils make sound progress in developing basic skills and this prepares them satisfactorily for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

There are good features to teaching in all year groups. Throughout the school, teachers form good relationships with the pupils and they manage behaviour particularly well, ensuring that learning is rarely disturbed. Resources, such as the interactive whiteboards, are used successfully to capture the pupils' interest and to hold their attention. Pupils respond especially well to practical activities. For example, pupils listened with intense concentration in a literacy lesson in Year 5 when the teacher played the role of a character from 'The Goalkeeper's Revenge'. Skilled teaching assistants provide valuable support for groups of pupils, especially those with learning difficulties and/or disabilities. Throughout the school, there are occasions when teachers do not expect enough of pupils in their written work and in science. Although teachers plan carefully, work is not always pitched at the right level for more able pupils, slowing progress. Teachers mark work regularly, but they do not always show pupils how they can improve.

Curriculum and other activities

Grade: 3

The curriculum helps pupils to build steadily on what they have already learnt. The school rightly places a high priority on developing basic skills, for example, by allocating extra time for pupils to read in class. This has a good impact on pupils' reading skills. Teachers are beginning to link work in different subjects in order to make learning more purposeful. However, pupils do not yet have enough opportunities to practise their writing and computing skills in different subjects. This slows the pace at which skills can improve.

Enrichment of the curriculum is good and provides pupils with a wide range of experiences outside lessons. Creativity is fostered very imaginatively through art. After-school clubs are popular and successful. There are a good number of visits and visitors that help to bring subjects alive. Good links with a neighbouring special school give pupils good opportunities to learn about considering the needs of others.

Care, guidance and support

Grade: 2

Good pastoral care ensures that pupils feel safe and secure and are able to develop good personal skills. One pupil spoke for many by saying, 'Our teachers are kind and they look after us well.' The school works closely with outside agencies to safeguard pupils' well-being. Learning mentors play a key role in helping pupils who need extra support. They are always available to resolve problems quickly. There are good procedures for helping pupils who join the school during the academic year so that they settle quickly.

Academic support is satisfactory. There are thorough systems for assessing pupils' progress, especially in English and mathematics. The introduction of the process of setting targets means that pupils are beginning to develop a better understanding of how to improve their work, although this is not yet consistently good across the school. Pupils with learning difficulties

and/or disabilities are identified quickly and are given sound support towards meeting their individual targets.

Leadership and management

Grade: 2

Senior managers have taken decisive and effective action to tackle underachievement and there have been many positive initiatives that have helped to raise standards. For example, a recent project on developing boys' reading skills had a very good effect on their attitudes towards learning. The school is setting challenging targets to ensure that recent improvement is sustained.

Good systems for evaluating school effectiveness are sharply focused on whether all pupils are doing well enough. Subject leaders provide a good lead and their action plans identify clearly the right priorities. Senior managers know that they now need to concentrate on monitoring the success of recent developments to ensure that all pupils achieve as well as they can.

Governors provide good challenge and manage resources well. Spending is carefully planned and is carefully focused on how provision can be improved further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 January 2008

Dear Children

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

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We enjoyed talking to the school council who told us a lot about the school. At the moment, your school is providing a satisfactory education and is improving quickly.

- Here are some of the things we found out about your school.
- You make good progress in the Nursery and Reception Year and quickly learn many new things. Satisfactory teaching means that you make steady progress in the rest of the school. At the moment, you make slightly faster progress in mathematics than in other subjects.
- You behave well, enjoy school and take responsibility well. We were particularly impressed with the way that you helped each other in lessons.
- Adults are very kind and caring and they look after you well. They give you good support when you are struggling with your work.
- You are taught all the subjects you should be. The school is good at teaching you about the importance of staying safe and healthy and there are lots of interesting visits and visitors.
- The headteacher, other members of staff and governors are leading the school well and are taking the right steps to make sure that you learn even more quickly.
- Most of your parents and carers are pleased that you come to this school.
- What we have asked your school to do now.
- Help those of you who are quick learners to do better, especially in writing and science.
- Give you more opportunities to write and to use the school's computers so that you can practise skills throughout the school day.
- Check that all the new things members of staff have introduced are helping you all to learn more quickly.

We thoroughly enjoyed talking to you about your work and watching you learn. You can help your teachers by continuing to work hard. We wish you all well for the future.

Yours sincerely Mr Mike Capper Lead inspector