

Joseph Cash Primary School

Inspection report

Unique Reference Number	103673
Local Authority	Coventry
Inspection number	336130
Inspection dates	29–30 June 2010
Reporting inspector	Sue Rogers

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	365
Appropriate authority	The governing body
Chair	Rachel Hickingbotham
Headteacher	Judith Ryan
Date of previous school inspection	31 January 2007
School address	Owenford Road Radford Coventry
Telephone number	024 76594851
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 part lessons, six of these jointly with the headteacher, and saw 14 teachers. They visited all the classrooms on three different learning walks to look at displays, behaviour, and provision for pupils with special needs and held meetings with governors, staff, parents and groups of pupils. Inspectors also observed an assembly and school routines and examined pupils' books and school documents, including the school development plan, safety records and assessment information. They analysed staff, pupils' and 58 parents' questionnaires.

Inspectors looked in detail at the following:

- trends in standards and current standards reached by all groups of pupils in their work in mathematics and English
- the progress made by all groups of pupils, to see if the rate of progress is improving
- the quality of support for pupils with special educational needs.

Information about the school

This school serves an ethnically diverse community, with 71% of the intake having minority ethnic backgrounds. The pupils speak 31 different languages, the most commonly spoken of which are Urdu, Punjabi and Somali. Many pupils do not speak English when they arrive and some have never experienced school before. The number of pupils with special educational needs is higher than the national average. Most of these pupils have speech and language problems. The proportion of pupils entitled to free school meals is high. The number of pupils entering or leaving school other than at the usual times is above average. There has been considerable change in staffing recently. The headteacher and Early Years Foundation Stage leader took up their posts in September 2009. A new assistant headteacher commenced in January 2010 and there have also been three new teachers this academic year.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Joseph Cash is a satisfactory and rapidly improving school. Pupils thrive as a result of strong relationships, feel very secure and make satisfactory progress in their lessons. The new headteacher is working hard and well, to build an effective team of staff and drive change forward. This view is shared by parents, with one writing, 'I feel standards have improved since she became headmistress'.

Children get off to a good start in the Early Years Foundation Stage. From then on they make satisfactory progress through Key Stage 1 and Key Stage 2, although this has been a little inconsistent at times. Variations in progress reflect variable teaching, but much of the weaker teaching has been historic. Teaching is now satisfactory overall, and many staff now teach good lessons. There are still small pockets of inadequate practice, which are being addressed robustly. Main weaknesses seen related to the quality of the tasks set, including a lack of challenge for some pupils and teachers not making sure that learners were clear about what was wanted.

Test results in English and mathematics at the end of Year 6 are still too low, as teaching has not been able to make up the ground lost in previous years. Attainment is higher in younger classes, demonstrating the impact of improved teaching. Writing scores are lower than those in reading and mathematics. This is partly because a large proportion of pupils require extra support with English and find it hard to grasp the language structure. Nevertheless, the majority of pupils who are receiving support for their English make progress that is at least satisfactory. Pupils who have special educational needs, most of which are literacy difficulties, also make satisfactory progress. The curriculum is satisfactory and is being evaluated in order to ensure that it fully meets the pupils' needs mentioned above.

Pupils report that they really enjoy their lessons, making comments like 'school is lots of fun'. They get on well with their teachers, behave well and play harmoniously together. They feel very safe, because they are well cared for and someone is always available to talk to them if they have a problem. Attendance is still low, though it has improved as a result of the efforts made by staff. There are a large number of pupils who are persistently absent and the school has done very well to reduce this figure by 40%. However, parents continue to take their children out of school for holidays. Other aspects of pupils' personal development are satisfactory.

The school's management team is relatively new, but they are determined to raise standards and are already working successfully together. However, most of school improvement is currently being driven forward, very effectively, by the headteacher. She has a very accurate picture of the school's strengths and weaknesses and has put in

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place good planning and systems through which she aims to improve provision still further. Actions have already had notable impact and the school therefore has satisfactory capacity to further improve.

What does the school need to do to improve further?

- Accelerate pupils' progress so as to raise attainment in English and mathematics to national expectations by:
 - improving the level of challenge for pupils, so that it is consistently high in all lessons
 - ensuring that pupils are always clear about what is expected of them
 - developing the capacity of the new leadership team so that leaders can share improvement work currently done by the headteacher.
- Improve attendance by:
 - reducing the amount of holiday taken by pupils during term time.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils are making increasingly better progress as the school's work begins to have an impact. They enjoy their lessons and persevere, working together well and supporting each other, even when they are not sure what they should be doing. Test results at the end of Year 6 are still too low, but the school is clear about the reasons for this. They continue to target writing and they have a team of inclusion managers who are passionate about their work. These teachers coordinate and deliver some of the extra help required for pupils for whom English is an additional language and for those who need help because they have specific difficulties with literacy. As a result, these pupils make satisfactory progress. Teaching assistants who offer additional support are not always well enough briefed for these learners to make good progress. Leaders have also revised approaches and procedures in order to try to make sure that boys are fully engaged and do as well as they can. They continue to improve mathematical understanding by correctly developing investigative skills and vocabulary and setting learning in real life contexts. Teachers' increasing focus on the application of basic skills, including information and communication technology means that pupils are satisfactorily prepared for the next stages in their education.

Pupils do well in acquiring social skills and learning how to be safe. They make satisfactory progress in their spiritual, moral social and cultural development, although, within this, their knowledge about other cultures is good. Learners have satisfactory knowledge about the importance of staying healthy and make a sound contribution to the school and local communities. The school council is proud of its support for the school that included managing to persuade builders to change their timetable, so that

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their noise was less disturbing to lessons.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Variations in teaching practice are being eradicated, due to effective monitoring, support and training. Teachers plan conscientiously and are making increasingly good use of assessment information to pitch work at the right level. However, they do not always match the task well enough to learners' ability, particularly when teaching writing. At times tasks are not well enough demonstrated for pupils to understand exactly what is expected and learners consequently make slower improvement than they might. Marking is improving and most teachers respond to work positively, giving clear next steps in learning. They are less consistent in following up their comments to ensure that the required improvements have been addressed. The management of teaching assistants is also variable and at times assistants are not clear enough about what they should be doing. This can mean that support for those with special needs is of differing quality, but it is usually at least satisfactory.

Classroom environments are bright, well-organised and support learning well. The

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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school has, understandably, concentrated on improving basic skills in recent years. However, leaders recognise the need to broaden the curriculum and build opportunities to consolidate English and mathematics in other lessons. Staff have already generated a series of interesting topic themes to support this work. Pupils say that they enjoy a range of trips and visitors talking about safety have had a good impact on pupils' awareness of how to be safe.

Teachers generally manage behaviour well and all staff have good relationships with the pupils. These good relationships underpin all that the school does. Pupils are very well cared for both physically and emotionally.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders have developed good, well prioritised improvement planning that is underpinned by very accurate self evaluation. Staff have confidence in their leaders and work well together. Governors are also very clear about the school's strengths and weaknesses, operating effectively as critical friends to the school. Governors have been influential in developing strong safeguarding procedures with meticulous recording of incidents. The decreasing number of accidents and concerns about pupils' welfare demonstrates the effectiveness of their approach.

Leaders are working hard to increase parental involvement, through for example, innovative parental access to pupils' work portfolios on their new website. Leaders are also developing partnerships with others that will further support provision. They work well, for instance, with outside agencies to support pupils who have language and behavioural support needs. They track the progress of all pupils and groups of pupils using assessment information. As a result, they are becoming increasingly better at making sure that all learners have equal access to the curriculum and are endeavouring to ensure that all support and intervention is of good quality.

Newer leaders are beginning to take on more responsibility. Subject leaders have accurate subject self evaluation and are developing their role, whilst the new assistant head has begun a comprehensive audit and plan to strengthen community cohesion. The head is determined in her bid to raise standards and the staff have increasingly higher expectations in all areas of the school. Effective systems are now in place, and work over the past year is beginning to bear fruit, as behaviour and teaching have improved. Leaders fully recognise that they have still more work to do in order to

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improve outcomes to good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the schools with skills and knowledge that are well below national expectations. Many have weak language and social skills. They settle quickly and prosper in the stimulating Nursery environment. When they leave the Reception classes they are still working below average expectations. However, taking into account their starting points they make good progress in all their areas of learning. Skilled staff provide activities that are well-planned and organised, both indoors and out. They are quick to challenge and support children through focussed questioning. For example, the current 'mini-beast' topic has led to a range of creative and mathematical opportunities that has engaged the children well. The newly established leader is an excellent teaching role model and ensures good management through high expectations. She has already identified the need to further develop outdoor areas and to ensure that pupils fully understand the potential of all the learning opportunities available to them.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of returned questionnaires was relatively small in proportion to the size of the school. The very large majority of parents were positive in response to all the questions and thought that the school was effective. A few expressed concern about the management of behaviour. Inspectors observed behaviour very carefully, in classrooms, around the school and at playtime and could find nothing that gave any cause for concern. The pupils' behaviour was judged to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Joseph Cash 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 13 statements about the school. The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	59	23	40	0	0	0	0
The school keeps my child safe	30	52	26	45	0	0	0	0
The school informs me about my child's progress	25	43	26	45	5	9	1	2
My child is making enough progress at this school	24	41	28	48	3	5	0	0
The teaching is good at this school	25	43	30	52	2	3	0	0
The school helps me to support my child's learning	24	41	27	47	6	10	0	0
The school helps my child to have a healthy lifestyle	21	36	33	57	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	38	33	57	1	2	0	0
The school meets my child's particular needs	21	36	31	53	4	7	0	0
The school deals effectively with unacceptable behaviour	20	34	27	47	7	12	1	2
The school takes account of my suggestions and concerns	13	22	34	59	4	7	0	0
The school is led and managed effectively	18	31	37	64	0	0	0	0
Overall, I am happy with my child's experience at this school	24	41	29	50	1	2	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 July 2010

Dear Pupils,

Inspection of Joseph Cash Primary School, Coventry, CV6 3FS

Thank you very much for being so helpful when we visited your school. Special thanks to the pupils who gave up time to talk to us, so we could find out what you thought about school and what you had learned.

We have decided that your school is satisfactory. This means that some areas are good and other areas could be improved. You do well in some areas of your personal education. You feel very safe and your knowledge about looking after yourselves is good. This is because your teachers and other staff work so hard to look after you and also because you have some interesting visitors to talk to you about safety. You behave well and work together effectively. You learn a lot about other cultures and faiths. You make satisfactory progress in English and mathematics. Your progress varies a little because the teaching is sometime good and sometimes not quite so good. As a result you do not do as well in tests at the end of Year 6 as you should. However, your teachers and the headteacher are working very hard to improve the school and it is already much better than it was a year ago.

We have asked your headteacher to carry on with all the things that she is already doing to improve your progress and test results. She needs to try to make sure all the teaching is good teaching. This includes making sure that work is always hard enough for all of you and that you always understand what it is that you have to do. We have asked the headteacher to ask the teachers to help her do this really well.

You can play your part by coming to school every day, unless you are ill, and by working hard!

With very best wishes

Yours faithfully

Sue Rogers

Lead Inspector

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