

COTTESBROOKE INFANT & NURSERY SCHOOL

An Academy



Yardley Road, Acocks Green, Birmingham B27 6LG

Telephone: 0121 706 2742

Email: enquiry@cottesbrooke-inf.bham.sch.uk

Head Teacher: Mr William Loughlin

February 2017

Dear Parents/Carers

I have received the official report following the Ofsted inspection held on 1st February and am pleased to say that **“this school continues to be good.”**

A copy of the full report is available on our website or a paper copy can be obtained from the school office. I have included some wording of the report below.

The leadership team has maintained the good quality of education in the school since the last inspection. The school is an inclusive and positive learning community. As a result, pupils are enthusiastic and well-behaved learners. The staff value pupils’ work and efforts and encourage pupils to succeed and enjoy school.

You and the deputy headteacher provide good leadership. Together with an effective governing body, you continue to recruit, develop, train and mentor a cohesive team of teachers and support staff who are committed to pupils’ welfare and achievement. The large majority of parents who spoke with me or responded to the online questionnaire, Parent View, are right when they say that yours is a good school.

There is highly effective management and oversight of special educational needs provision. This is particularly important as you receive a higher than average proportion of pupils who have particular learning difficulties, including those who have autism spectrum disorder.

The school has also maintained good early years provision so that the large majority of children reach a good level of development. Most children in both the Nursery and Reception classes join with skills and abilities that are well below those typical for their age. Last year’s outcomes show that most children left the early years having made good progress from their starting points; the current cohort is also making strong progress.

Although pupils enjoy coming to school, attendance is below the national average. You and your staff keep regular checks on the attendance of each class and there are some signs of improvement. Although there were too many instances of persistent absenteeism in the last academic year, leaders’ positive relationships with families are now achieving real success. There is still scope to continue these efforts so that all families make sure that their children attend school regularly.

Safeguarding arrangements are fit for purpose and robust. Staff recruitment, vetting and checking systems are rigorous. Teaching, support and administrative staff are well trained and vigilant. The large majority of parents that I spoke to and those responding by text message agreed that pupils are well cared for and safe in school.

Inspection findings

- *Assessments show that many pupils that took the key stage 1 tests last year joined the school with skills and abilities well below those typical for their age. The cohort in Year 2 last year also included a significant proportion of pupils who have special educational needs and/or disabilities. These characteristics contribute to the variations that exist in pupils’ achievement each year and were reflected in last year’s results.*

- *Current assessments show a marked improvement in standards compared with last year's results, particularly in pupils' reading and writing, and to a lesser extent in mathematics. Workbooks show that in some classes, pupils do not do enough additional activities in mathematics to deepen their understanding and extend their number and calculation skills. Leaders' development plans are, rightly, focusing on helping pupils apply their number skills to more challenging and varied mathematical problems.*
- *The curriculum and teaching make a strong contribution to pupils' spiritual, moral, social and cultural development.*
- *A broad and interesting range of topics and programmes further enhances pupils' personal and academic development. After-school clubs and activities also help pupils to take an active interest in sports, games and stimulating academic and recreational activities.*
- *Information supplied by the school and work in pupils' books show that teaching is helping pupils to make good progress in relation to their starting points. The staff are successful in encouraging pupils to apply core literacy and number skills to other subjects, such as science, religious education and humanities.*
- *Pupils' writing is improving well because you and your staff have focused on developing pupils' spelling and handwriting. The introduction of printed 'tramlines' in workbooks to guide pupils' handwriting is improving the accuracy, form and structure of their writing. This includes boys' writing where past assessments show that they typically do less well than girls.*
- *Leaders have also adapted guided reading lessons so they focus more on helping pupils to comprehend what they read. This is extending pupils' vocabulary and improving their confidence and fluency when reading aloud or independently.*
- *Reading and writing standards are improving and the difference in achievement between boys and girls is reducing. However, there is still more to be done to ensure that all pupils who reached a good level of development in the early years also go on to reach or exceed the standards expected for their age by the end of Year 2.*
- *You and your staff reward good attendance by reporting back during assemblies, and through bold displays celebrating how well some classes are improving. These efforts need to continue.*

Next steps for the school

- *Leaders and those responsible for governance should ensure that they: continue to focus on improving teaching so that, in all lessons, teachers set work that presents pupils with a sufficient level of challenge to extend their learning and deepen their understanding*
- *build on the good outcomes in the early years by making sure that all of the children who achieve a good level of development at the end of Reception Year go on to reach or exceed age-related standards in reading, writing and, particularly, in mathematics, by the end of Year 2*
- *build on the strong relationships established with parents, carers and families to further reduce persistent absenteeism.*

Yours sincerely

Mr W Loughlin
Head Teacher