

# Great Coates Primary School

## Inspection report

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<b>Unique Reference Number</b>	117924
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	382333
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Tim Bristow HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Kipling
<b>Interim Headteacher</b>	Wendy Prestwood
<b>Acting Headteacher</b>	Janine Carn
<b>Date of previous school inspection</b>	16 March 2010
<b>School address</b>	Crosland Road Grimsby Lincolnshire DN37 9EN
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. They observed eight teachers and visited 15 lessons. They held meetings with governors, parents, staff, groups of pupils and local authority representatives. They observed the school's work, and looked at the school action plan, assessment information, lesson plans, school policies and progress reports.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the teaching and learning of English and mathematics have improved enough.
- The effectiveness and capacity of school leaders to sustain improvements to teaching and learning.
- Whether the governing body is better equipped to evaluate the work of the school and hold leaders to account for pupils' achievement.

## Information about the school

The school is smaller than the average-sized primary school. The large majority of pupils are of White British origin. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are well below average. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average.

When the school was inspected in March 2010, it was judged to require special measures. Since then an interim executive board (IEB) has been responsible for governance. A shadow governing body is now established that will take responsibility for governance. A new headteacher has been appointed who will take up his post in 2012. Currently, the school is led by an interim headteacher and an acting headteacher who is also the deputy headteacher. Pupils attend a breakfast club that is managed by the governing body.

**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**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Good leadership from school leaders at all levels, effectively supported by the local authority, has driven forward the necessary school improvements. Consequently, the quality of education that pupils now benefit from is satisfactory overall. The overall effectiveness of the Early Years Foundation Stage is good as a result of considerable improvement since the last inspection.

Pupils' achievement is satisfactory. By the time pupils leave Year 6, attainment is average in English and mathematics. Attainment has risen strongly in English because of much improved teaching. Pupils' progress overall is now satisfactory. School assessment information shows that in the last academic year the proportion of pupils that made good progress has grown considerably. However, some groups, such as the pupils known to be eligible for free school meals and those with special educational needs and/or disabilities make satisfactory progress.

Pupils demonstrate good behaviour, safety awareness and healthy lifestyles. They are particularly good at making a contribution to the school and wider community. Pupils' cultural awareness is much better developed than at the time of the last inspection because of the good promotion of community cohesion by the school.

Teaching is satisfactory overall with an increasing proportion that is good or outstanding. The teaching of mathematics has improved, but not at the same rate as the teaching of English. The progression of skills in some aspects of mathematics, such as shape and measure is not clear or well established. When this happens older pupils carry out similar tasks to younger pupils. Teachers' use of assessment information is good. Their marking and use of success criteria are extremely effective at ensuring that pupils know the next steps they need to take to reach their targets. Teachers are much better at using assessment information to ensure that pupils receive work that is well pitched to meet their needs. However, there are a few pupils whose work is not well tailored to ensure that they make the progress that they could.

The curriculum is satisfactory. Pupils report that it is now much more enjoyable and practical. In English there are good links between subjects that ensure that pupils can practise and apply their literacy skills. This is not the case in mathematics where

links with other subjects are weaker. Pupils with special educational needs and/or disabilities now benefit from much stronger provision than previously and this is ensuring that their progress accelerates. At the time of the inspection school leaders were establishing procedures to measure the impact of additional support in English and mathematics. The independence of pupils with special educational needs who benefit from additional support in lessons is less well-developed than for other pupils as they occasionally rely too much on teaching assistants to ensure that they complete their work.

Safeguarding and the care, guidance and support that pupils benefit from are good. This is particularly the case for pupils whose circumstances may make them vulnerable. Provision such as the nurture room and breakfast club are real strengths of the school and ensure that pupils who need this support are well prepared for learning.

Many aspects of leadership are now good, such as the success of school leaders in engaging parents, and establishing partnerships to improve learning and well-being. The highly effective interim headteacher and IEB have galvanised leaders at all levels who now demonstrate that they are well equipped to drive school improvements. An accurately prioritised development plan and robust procedures to check the work of teachers have been instrumental in the considerable improvements to teaching and learning since the last inspection. Consequently, the school demonstrates good capacity for sustained improvement. The governing body is now well aware that it needs to keep a careful check on the newly appointed headteacher to ensure that the impressive rate of school improvement continues.

Up to 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.

## **What does the school need to do to improve further?**

- Accelerate the progress of all groups of pupils by:
  - ensuring teachers pitch the work at the right level for all pupils
  - checking carefully the impact of additional support on pupils' progress
  - fostering the independence of pupils with special educational needs and/or disabilities.
- Improve the teaching, learning and curriculum for mathematics by:
  - improving the progression of skill development in shape and measure
  - establishing cross-curricular links with other subjects
  - checking the progress of all groups of pupils in lessons.
- The governing body must ensure that the new headteacher continues school improvement at its present rate.

## Outcomes for individuals and groups of pupils

3

The school has successfully overcome a legacy of pupils’ underachievement. Assessment information shows that nearly all pupils in each year group now make the expected progress and a rapidly growing proportion exceeds this. Groups of pupils known to be eligible for free school meals and those with special educational needs, particularly in developing literacy and mathematics skills, make satisfactory progress that is a little slower than other pupils in some lessons.

One very strong feature of pupils’ good behaviour is their engagement and enthusiasm for learning, even in lessons where teaching is satisfactory. They cooperate very well together and relish the opportunity to solve problems and work independently. For example, in a Year 5 English lesson pupils worked extremely well in groups with the aid of hand-held electronic devices to devise instructions for card games. They were all very enthusiastic about producing these and there was a tangible sense of disappointment when the lesson had to come to an end for break-time. Another outcome of pupils’ enjoyment of learning is that attendance is above average.

Pupils’ cultural development and safety awareness are being developed particularly well. For example, older Year 6 pupils reported an insightful understanding of cultural differences. This followed a drama lesson where they role played what it would be like when cultural behaviour of two pupils new to the country was misunderstood and resulted in bullying. There are many examples of the effective contribution that pupils make to the community. For example, members of the school council met with a local authority officer to carry out a risk assessment of the school trim trail. Pupils in Years 3 and 4 have made a real impact on the local community. Following a litter picking exercise in the community they contacted the local council to request more bins and prompter collection of litter which the council has discussed and agreed to address.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers work together very effectively to improve their lessons. They offer each other a good balance of support and challenge that has resulted in lessons where teaching is never less than satisfactory and, much more often than previously, it is good or better. Where teaching remains satisfactory, particularly in Key Stage 2, teachers plan successfully to meet the needs of the majority of pupils, but a few are presented with work that is either too challenging or too easy. When this happens they make less progress than they could. In nearly all lessons relationships between pupils and adults are good. One particularly effective aspect of assessment is the planned opportunities in lessons for pupils to respond to the advice given by teachers when marking their work. This has resulted in pupils that have well-developed self-assessment and peer-assessment skills.

The curriculum offers a broad range of enrichment activities such as clubs, educational visits and visitors that successfully enhance aspects of the curriculum. One strong feature of the curriculum is the provision for music. All pupils gain the opportunity to learn to play guitars or the drums and to develop their singing. In English, good links are made with other subjects so that pupils can practise their literacy skills. For example, in a Year 2 lesson, pupils thoroughly enjoyed the opportunity to write a postcard from the bottom of the sea. The mathematics curriculum is less well-developed. Opportunities are not exploited for pupils to practise their skills in subjects such as science, and design and technology.

All pupils are well cared for. Effective procedures such as the buddy system where pupils have identified an adult that they can share their worries with result in confident, secure and happy pupils. The school is very effective at managing the behaviour of pupils whose circumstances may make them vulnerable. The parents and carers of these pupils also benefit from the regular courses provided by the school to aid them with their parenting skills.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The development of leadership capacity since the last inspection is impressive. This has had a transformational impact on the school's ethos that now demonstrably

values the contribution of all to school development. Consequently, morale is high. School leaders, such as the assistant headteacher and the acting headteacher have successfully driven the necessary improvement to teaching and learning at Key Stages 1 and 2 under the expert guidance of the interim headteacher. Leadership of mathematics is now effective and has ensured that inadequate teaching at the time of the last inspection has been eradicated. Plans are in place to drive further improvements to mathematics teaching and the curriculum.

The impact of the work of the IEB has been excellent. Not only has it steered the school expertly out of special measures, but it has been robust in ensuring that decisions about the future of the school are made in the best interests of the pupils. In preparation for the re-establishment of the governing body, it has successfully established a shadow governing body made up of some highly experienced IEB members and new and enthusiastic governors that are already demonstrating an adequate understanding of the school’s work.

The promotion of community cohesion is now carried out effectively. Pupils benefit from a good range of enriching activities that are developing their understanding of contrasting communities well. Personal, social and health education and religious education lessons are used successfully to combat prejudice. For example, pupils demonstrated an appreciation of the Jewish faith and the steps they would need to take to ensure a warm welcome to this group within their community.

Teachers now keep a careful check to ensure that all groups make at least satisfactory progress and consequently the equality of opportunity for pupils is satisfactory. Procedures to safeguard pupils are regularly checked and monitored to ensure their effectiveness, and staff are well trained. The learning mentor is relentless in ensuring the safety of pupils whose circumstances may make them vulnerable.

The school no longer needs the good support it has received from the local authority, but partnerships with other schools are increasingly effective. For example, provision for children in the Early Years Foundation Stage is now good, partly as a result of these partnerships.

*These are the grades for leadership and management*

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

<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>
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## Early Years Foundation Stage

At the time of the last inspection, assessment information showed that the majority of children entered the Early Years Foundation Stage with skill development that was typical for their age. Since then, skill development on entry has declined. Assessment information shows that the majority of children now enter the Early Years Foundation Stage with skill development below that typical, particularly in language. They make good progress in all areas of learning and the large majority enter Year 1 having reached expectations. A growing proportion exceeds expectations in some areas of learning, such as in their social development. However, not as many do in other areas, for example their knowledge and understanding of the world or physical development.

This improvement in achievement is as a result of much better provision than at the time of the last inspection. An exciting and stimulating environment coupled with a good use of assessment results in children enjoying activities that are carefully tailored to meet their needs. For example, in a lesson where children were developing their number skills, they demonstrated good levels of concentration and application because the teacher had pitched the activity at the correct level for the children involved.

The whole team under the leadership of the assistant headteacher has worked hard to improve provision. For example, by visiting other settings they have implemented much better procedures for checking the progress made by children when developing writing and reading skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parental questionnaires are not normally distributed for monitoring inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



4 November 2011

Dear Children

### **Inspection of Great Coates Primary School, Grimsby, DN37 9EN**

My colleague and I were very pleased to see the important improvements to your education that the headteachers, other adults and governors have made. The school no longer requires special measures. Thank you for the welcome you gave us, we found your views and opinions to be very helpful when carrying out the inspection. You can be rightly proud of your behaviour. Nearly all of you are polite, friendly and enthusiastic about school. You told us you feel a lot safer in school because there is little bullying now. Your growing consideration to others particularly from other countries and cultures is noteworthy. You also make a strong contribution to the life of the school. The school council is always looking for ways to improve the school. You are working harder and doing much better in English and mathematics lessons. We saw children in the Nursery and Reception really enjoying the exciting activities that they take part in. This is giving them a good start to their education.

Your teachers have worked hard to make lessons more interesting and to give you better help with your work. We think that overall you are benefiting from a satisfactory education and the school will go on improving. The school is very good at taking care of you.

We have asked the school to make the following improvements:

- Make sure that you all make as much progress as you can in lessons.
- Improve some of the teaching in mathematics lessons.
- Make sure the new headteacher does as good a job as the existing headteacher.

You can help by continuing to work hard in lessons.

Yours sincerely

Tim Bristow  
Her Majesty's Inspector

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