

Great Coates Primary School

Crosland Road, Grimsby, North East Lincolnshire, DN37 9EN

Inspection dates 27 – 28 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils make better than expected progress.
- Pupils, and particularly the more able, are not reaching standards in English and mathematics of which they are capable. In reading, standards are below average.
- The quality of teaching is not consistent across the school. The proportion of good and outstanding teaching is not high enough to enable pupils to make good progress overall.
- Subject leaders are too newly appointed to have had an impact on raising standards through the effective monitoring of their subjects.
- The effective arrangements for monitoring the quality of teaching and learning are too recently introduced to have impacted on raising standards and improving achievement.

The school has the following strengths

- Pupils are happy at the school. They say that they feel totally safe in school. They play well together in the playground.
- In the lessons where teaching is good or outstanding, pupils make better than expected progress.
- Pupils' behaviour is good overall. They are caring towards each other and show mutual respect to adults and other pupils.
- The current senior leadership team work very well together. Under this leadership, there has been rapid improvement in the school's performance.
- Governance is good. The Chair of Governors has a clear understanding of the school and leads governors in a positive manner to bring about improvements.

Information about this inspection

- Inspectors observed nine teachers teaching in 16 lessons.
- They observed pupils in lessons, at play, as they moved around the school and in assemblies.
- Discussions were held with the staff, the Chair of the Governing Body and other members. Inspectors also talked to pupils, a representative of the local authority and some parents.
- Inspectors heard children read from Years 1 and 6. They analysed in detail pupils' work from Years 2, 4 and 6.
- Inspectors took account of the 16 responses from the on-line questionnaire, Parent View, and a parent who asked to speak with the inspectors.

Inspection team

John Foster, Lead inspector	Additional Inspector
Susan Twaits	Additional Inspector
Edward Price	Additional Inspector

Full report

Information about this school

- This school is about the same size as the average-sized primary school.
- Almost all pupils are of White British heritage. The few remaining pupils are from a range of minority ethnic backgrounds.
- The proportion of pupils supported through school action is above average. The proportion supported by school action plus or with a statement of special educational need is below average. No pupil has a statement of special educational need.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- In 2013, the school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has experienced significant turbulence in staffing during the past year. The substantive headteacher has been absent since early October 2013. The governors appointed an interim executive headteacher, who has been in post for four weeks. The deputy headteacher has undertaken the role of acting headteacher during the headteacher's absence. Additionally six new teachers were appointed to the staff in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and leads to pupils making faster progress in all lessons by:
 - ensuring that lessons are planned so that learning moves at a fast pace and keeps pupils' interest high
 - using the recently improved assessment data to ensure that all pupils are challenged fully in all lessons
 - making sure that teachers' marking is consistent across the school so that pupils know what they are doing well and how their work can be improved
 - sharing good practice within the school and beyond.
- Continue to raise standards in English, mathematics and particularly in reading by:
 - focussing on developing pupils' reading skills through extending the good phonics teaching found in some parts of the school to cover all year groups
 - increasing the use of pupils' literacy and numeracy skills across a range of subjects.
- Improve the quality of leadership and management by:
 - ensuring that the results of the recently improved monitoring of teaching and learning are used effectively to raise standards further
 - developing the role of middle managers in monitoring and developing the teaching and learning within their subjects.

Inspection judgements

The achievement of pupils

requires improvement

- While most pupils make expected progress overall, the proportion making better than expected progress is below that found nationally. This is particularly the case in reading, where attainment at the end of Year 6 is below the national figures. In mathematics, a higher proportion make the expected and better than expected progress than in English.
- Children start in the Nursery with widely varying skills and knowledge. Overall their skills are broadly at the levels expected for their age. However, more recently, a greater proportion start school with skills and knowledge that are lower than those expected, particularly in their language and communication skills. They get a good start in the Early Years Foundation Stage so that their attainment is broadly average by the time they move into Year 1.
- In Key Stage 1, the quality of teaching is not always as high as it could be so that pupils make sound progress, resulting in average attainment in English and mathematics by the end of Year 2. In the 2013 phonics tests for pupils in Year 1, standards were above average. This was as a direct result of the good teaching of phonics in the Early Years Foundation Stage and Year 1.
- In Key Stage 2, pupils' progress historically has been at expected levels overall. As a result, standards have not risen fast enough beyond those expected for their age. The current improvements in teaching mean that pupils achieve well in lessons so their progress has accelerated. Overall, standards by the end of Year 6 remain broadly average in English and mathematics. However, pupils' progress in reading is slower than in writing and mathematics so that standards in reading are below those found nationally.
- Disabled pupils and those with special educational needs make similar progress to other groups of pupils. Pupils' needs are identified early and they receive good support for their learning. The school works hard to ensure that all pupils are given equal opportunities and that there is no discrimination.
- Pupils eligible for pupil premium funding make similar progress to other groups of pupils. As a result of effective use of this funding, through the provision of additional resources, employing an additional teacher and subsidising the cost of educational visits, the gap between this group's attainment and that of other pupils is beginning to close. The school's data shows that in all year groups, except for the current Year 6, pupils eligible for pupil premium funding made better progress than other pupils within their year group.
- By the end of Year 6, pupils' numeracy and literacy skills are developed soundly so that they are satisfactorily prepared for the next stage of their education. However, numeracy and literacy skills are not used well enough across a range of subjects to help pupils to improve these skills.

The quality of teaching

requires improvement

- The quality of teaching ranges from outstanding to inadequate so that, overall, teaching is not good enough for pupils to make better than expected progress. There have not been enough opportunities for good practice to be shared across the school and thus ensure that all teaching is consistently good or better.
- Where teaching is at its weakest, lessons move at too slow a pace for pupils to make gains in their learning. This is predominantly because the teachers' planning does not take into account of pupils' previous learning or focus well enough on the next stages of learning for individual pupils. Pupils are not encouraged to think for themselves because their tasks are not challenging enough.
- In the rapidly increasing proportion of lessons where the quality of teaching is good or outstanding, pupils are now making better than expected progress. In these lessons, the teachers know exactly what pupils need to learn and plan their lessons accordingly. All pupils are challenged to produce high quality work and they rise to the challenge. The relationships between teachers and pupils are excellent in the best lessons, so that pupils are keen to

participate in their learning.

- The teaching of phonics is good within the Early Years Foundation Stage and Key Stage 1. However, too little emphasis is given to this at Key Stage 2 so that pupils' progress slows.
- The recently introduced good marking policy is not fully adhered to by all staff. The quality of marking is variable across the school so that pupils receive inconsistent information about what they are doing well and how they can improve their work.
- The senior leadership team has introduced more rigorous assessment arrangements. Regular pupil progress meetings are held so that staff are more aware of how well pupils are doing. Most of their planning is now based on secure knowledge of pupils' needs.
- The quality of teaching for pupils with disabilities, special educational needs and for those eligible for pupil premium funding is similar to other groups, so that they make similar rates of progress to other pupils.
- In most lessons, support staff are used well to support pupils' learning. The support staff know what is expected of them and give help and advice when needed. Occasionally, these members of staff are not actively engaged in lessons, particularly at times when the teacher is leading whole class learning.
- Pupils' spiritual, moral, social and cultural development is promoted soundly. They are given opportunities to work together and discuss their work in lessons and do so enthusiastically.

The behaviour and safety of pupils are good

- Pupils behave well overall. For most of the time in lessons, their behaviour is exemplary because of the very good relationships and mutual respect between pupils and the adults in their classrooms. Occasionally, when teachers' behaviour management skills are weak, inappropriate behaviour by a very small number of pupils disrupts the learning of other pupils.
- In and around the school pupils show respect for each other and for adults. They play well together in the playground and the older pupils care for the younger ones well.
- Pupils have positive views of their school. They say that they feel safe and secure and that they believe that they are looked after well. They told inspectors that there is always an adult to talk to if they have a problem, and they recognise that the staff would listen to them and act on their concerns.
- While aware of different kinds of bullying, pupils say that there is no bullying at the school. Should a situation arise when bullying occurred, pupils know that they should report it to an adult and it would be dealt with effectively.
- Attendance is improving and is now average. In the past attendance has been below national figures, but the school has worked hard with parents to ensure that most pupils attend school regularly.

The leadership and management requires improvement

- Although the recent appointment of the interim executive headteacher and the newly formed senior leadership team has led to rapid improvements in the school's provision, there has been too little time for these improvements to take effect. The interim executive headteacher is an inspirational leader and is fully supported by the acting headteacher, the assistant headteacher, staff, governors and parents. As one member of staff wrote, 'The senior leaders are putting the 'great' back into Great Coates.'
- An in-depth analysis of the school's performance has been undertaken and plans are now in place to build on the strengths and eliminate the weaker areas. This evaluation of the school's performance is broadly accurate and the developmental plans focus accurately on what needs to be improved. A major area of improvement revolves around teachers' assessment of the progress made by pupils. Frequent pupil progress meetings highlight where pupils are not doing as well as they could, and systems have been put in place to ensure that teaching focuses on

these pupils' needs.

- More stringent procedures to check on teachers' performance have been introduced and clear targets set for all teachers, aimed at improving the progress pupils make and raising standards. As a result of these checks, teachers focus their plans more tightly on what pupils are to learn in lessons. Teachers recognise that they need to meet their challenging targets before the governors consider pay progression.
- Subject leaders are recently appointed to their role. They have started to check on their subjects but it is too early for them to have had significant influence on improving teaching and learning. Arrangements are in place for the leaders to monitor the work in their subjects more closely in the future.
- The curriculum is developing well, taking account of the pupils' interests. Visits and visitors are used well to bring the curriculum to life. Good opportunities are afforded to support pupils' spiritual, moral, social and cultural development, through opportunities to work together and through their being given time for thinking and reflection. However, curriculum planning does not focus enough on ensuring that pupils have good opportunities to practice their skills in literacy and numeracy in other subjects.
- The school has used the recent funding for developing physical education well. Specialist coaches have been employed. Staff work alongside them, developing better skills to support learning in physical education lessons in the future.
- Safeguarding arrangements fully meet the government's current requirements.
- The local authority has given significant support in the past and continues to do so.
- **The governance of the school:**
 - Governance is good overall. The Chair of Governors has an in-depth understanding of the school and has the full support of the members of the governing body in working with the senior leadership team to bring about necessary improvements. The governors work closely with the interim executive headteacher to check on what the school is doing well and they have been involved in planning for the school's future. As a result governors are clear about how the improving quality of teaching is influencing the better progress pupils, including those eligible for pupil premium funding, are beginning to make. Governors are involved in checking the staff's performance, considering whether teachers have met their targets before allowing pay progression. The governors understand the school's funding and ensure that it is used wisely for the pupils' benefit.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117924
Local authority	North East Lincolnshire
Inspection number	425814

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	251
Appropriate authority	The governing body
Chair	Peter Kipling
Headteacher	Christopher Baynes
Date of previous school inspection	2 November 2011
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