



Great Coates Primary School

Inspection Report

Unique Reference Number 117924
Local Authority North East Lincolnshire
Inspection number 290968
Inspection dates 23–24 November 2006
Reporting inspector Gianna Ulyatt

This inspection of the school was carried out under section 5 of the Education Act 2005.

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

Type of school	Primary	School address	Crosland Road
School category	Community		Grimsby, NE Lincolnshire
Age range of pupils	3–11		DN37 9EN
Gender of pupils	Mixed	Telephone number	01472 230263
Number on roll (school)	270	Fax number	01472 230264
Number on roll (day care)	24		
Appropriate authority	The governing body	Chair	Mr Alan Willey
		Headteacher	Mrs Anne Kay
Date of previous school inspection	1 July 2006		
Date of previous day care inspection	1 January 1901		

Age group	Inspection dates	Inspection number
3–11	23–24 November 2006	290968

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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

This is a larger than average school situated in the western suburbs of Grimsby. Most pupils are from white British backgrounds and very few are from minority ethnic families. The proportion of pupils taking a free school meal is above average. When they start school in the Nursery, children's learning is typical for their age. The proportion of pupils with learning difficulties and disabilities matches the national picture. The school offers extended after school provision every day as well as a holiday club. The school has been through a period of disruption when it was threatened with amalgamation. As a result, pupil numbers fell and several teachers left the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Although the school's overall effectiveness is satisfactory, its performance is inadequate in respect of provision for higher attaining pupils in Key Stage 2. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

Pupils' achievement is satisfactory. Pupils make satisfactory overall progress and standards are close to average at the end of Year 6. The provision for children in the Foundation Stage provision is satisfactory; they make steady progress from a broadly average beginning and reach the expected levels for their age by the time they start Year 1. In Key Stage 1, pupils make good progress and in most years they reach above average standards in reading, writing and mathematics at the end of Year 2. In Key Stage 2, pupils make satisfactory progress although it is not as rapid as in Key Stage 1 and standards are average in most years. This is because pupils of above average ability, in particular, do not achieve as well as they could and boys do not do as well as girls. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Most parents speak positively about the school. They say that their children learn in a safe and happy environment and that they are pleased with the improved confidence their children have. The school cares well for all its pupils and procedures for safeguarding them are in place. Pupils enjoy coming to school. Their attendance is improving because the school has taken action to improve it. Pupils take pride in their work and their behaviour is good. They are polite and courteous and speak enthusiastically about school. They make a positive contribution to the life of the school, for example, through the school council.

Teaching and learning are satisfactory. Relationships are good throughout the school; consequently, pupils try hard and concentrate well on their work. In some lessons the teachers set work for the pupils which matches their ability and gives them a challenge. However, in some other lessons, particularly in Key Stage 2, teachers do not do this and the higher ability pupils, in particular, make slower progress than they should.

The curriculum is satisfactory and the school has improved its planning so that pupils can make better connections between subjects. It has also begun to consider the needs of boys in the way lessons are planned. Pupils are aware that staying healthy is important, so they take-up of extra physical activities outside the school day. The Foundation Stage curriculum is satisfactory offering plenty learning opportunities indoors; however, the breadth of outdoor learning opportunities is limited, particularly during winter months.

Leadership and management are satisfactory. The headteacher and senior staff have improved the school's system for tracking pupils' progress and this is helping the school to identify pupils who are underachieving and those who need more help. The school has had a high turnover of teachers, which has caused a lack of continuity in learning for pupils and adversely affected their progress, particularly in Key Stage 2.

The school's self-evaluation is satisfactory. It knows itself well and shows that it has a satisfactory capacity to make the necessary further improvements.

What the school should do to improve further

The school should:

- raise standards in English and mathematics in Key Stage 2, matching work to pupils' capabilities more accurately
- make better use of the outdoor area in the Foundation Stage.

Achievement and standards

Grade: 3

Achievement is satisfactory and pupils make satisfactory overall progress although progress is faster in Key Stage 1 than Key Stage 2. Overall standards are average. The children start the Nursery with broadly typical standards for their age and make satisfactory progress, achieving the standards expected by the time they start Year 1. Pupils generally make good progress in Key Stage 1 and standards are usually above average in Year 2 and the 2005 test results of Year 2 were above average in reading, writing and mathematics. Pupils make satisfactory progress in Key Stage 2 and standards are generally average in Year 6. The results of national tests have varied over the past few years: they were above average in 2004 but fell to below average in 2005. However, an analysis of the results shows that the 2005 Year 6 made satisfactory progress from an unusually low starting point in Year 3. In 2006, the results were better and were close to average. Nevertheless, pupils of above average ability do not achieve well enough in English and mathematics in this key stage and the boys make slower progress than girls. Pupils with learning difficulties and disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils make good progress in developing their personal skills. Staff are caring and pupils enjoy coming to school. Pupils behave well and are polite and courteous. In lessons they cooperate well with each other. Older pupils look after younger ones with true care. The after-school club operates like a big happy family and encourages friendships across different age groups. Pupils' spiritual, moral, social and cultural development is good. Parents praise the school saying that their children grow in confidence and become more mature. Pupils have a clear understanding of other cultures. They willingly raise money for charity and have recently sent gifts in shoe boxes to children in the developing world. They welcome visitors into school on special occasions.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. In the Foundation Stage, children are organised into small teaching groups. They benefit from a good balance of direct teaching and independent work where they can practise what they have learned. At times the pace of lessons is too slow and pupils have to sit for too long and, as a result, concentration wanes. Throughout the school, relationships are very good which means pupils develop good attitudes to their learning and take a pride in their work. Teachers pay good attention to pupils' well being by, for example, including 'brain-gym' sessions to refresh and motivate them. The headteacher has used the results of monitoring to improve teaching and learning. Generally, teachers now make better use of assessment information in order to set work at various levels of difficulty although the work is often not challenging enough for the higher-ability pupils. Pupils receive satisfactory advice on how they can improve during lessons. Some teachers include useful suggestions in their marking, although this is not always the case.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has very recently reviewed its provision to make the curriculum more inspiring. Planning now successfully ensures progression in the mixed-age classes and there is now more breadth and depth. The new planning is linking subjects together so pupils can practise their skills, especially in computer work, mathematics and writing, and this is helping pupils to make better links in their learning. The teaching of sounds and letters has been improved in Years 1 and 2, but this is not emphasised enough when teaching spelling. The curriculum for the Nursery and Reception children is satisfactory and provides a satisfactory range of opportunities for children to explore and investigate. Physical development is promoted soundly but the planning for outdoor activities is limited. The interesting, varied and seasonal after-school activities are very popular with the pupils who take advantage of all that is on offer, including residential opportunities. A good range of visits, visitors and special events extends learning beyond the classroom and widens pupils' horizons.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory, with strengths in the care and support for pupils' personal development. Parents are appreciative of the care shown towards their children and say that the staff really do care and want the best for their children. Pupils are safeguarded well because all aspects of health, safety and risk assessment are in place and there are well-established procedures for child protection. The school has good systems for rewarding conduct, effort and success, which underpin good personal development. Arrangements at lunchtimes and breaks ensure that pupils are

well supervised and happily occupied. Visits to the Nursery with parents before children start, help them to settle quickly.

Pupils have targets for learning in English but they are not always used effectively and so do not make a sufficient impact on learning. The support for pupils with learning difficulties and disabilities is satisfactory. It is good for those with statements of special educational need because staff take advantage of expertise and training to make sure that programmes of study are tailored to their needs. Pupils who have gifts and talents are recognised and a satisfactory programme of activities is in place to stretch them.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The school has come through a very difficult period regarding possible closure, a falling roll and changes of staff. The headteacher, with the support of the senior management team has managed to raise staff morale in the school and all are now focused on creating more stability in order to raise standards. The school has evaluated its performance honestly and fairly and the school development plan is relevant to the needs of the pupils. The school has introduced clear assessment and tracking procedures, which are now supporting pupils' progress. The monitoring of teaching and learning is improving the provision and there is no inadequate teaching. The school is successful in maintaining good levels of care and promoting the personal development and well-being of children, including those who are the most vulnerable. The school is committed to working with parents and outside agencies to ensure everyone is included in the life of the school. The school has made sufficient progress since the last report. It now offers satisfactory value for money and is in a satisfactory position to improve.

Effectiveness of registered day care

Grade: 2

Children really enjoy the after-school club because staff work very hard to provide a happy and interesting context for them. They all join in with activities to keep them healthy, from taking exercise together outside to snack time, where they eat and drink together like one big family. There are good systems in place to promote children's safety and to ensure that child protection procedures are followed. Staff organise the equipment sensibly, creating attractive areas for children to investigate. Children do not have a specific area to rest and relax and the use of the designated space as a thoroughfare for the rest of the school is not appropriate. The co-ordinator's planning is very thorough and children's learning really benefits from the contrasting activities. This is equally good for the holiday club, which includes interesting visits out of school. Children know that their contributions to the club are valued. There are many good quality opportunities for them to express their opinions and staff make sure that every child has an equal share of their time. Children behave very well across the whole session. The transition between the club's staff and the parents or carers at the end

of sessions runs very smoothly because the co-ordinator spends time in communicating with each adult. Staff understand the needs of children with learning difficulties and disabilities and celebrate their achievements. The provision is very well and enthusiastically coordinated and is improving. The school has detailed systems in place for guidance. All requirements for the club are carried out thoroughly, both in documentation and organisation.

There have been no complaints about the registered day care that required Ofsted or the school to take action so that the day care continued to meet the National Standards. The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.

Recommendations or actions to improve the registered day care

- make sure that the children have a comfortable space in which to rest and relax and ensure that the area is not used as a thoroughfare for people not involved in the after-school club.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

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 behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
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?	3

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

The effectiveness of the registered day care

The quality and standards of the registered day care	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	No
Does the day care require enforcement action?	NA
Does the day care require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Great Coates Primary School

Crosland Road

Grimsby

NE Lincolnshire

DN37 9EN

23 November 2006

Dear Pupils

I had a very enjoyable two days in your school. You are very welcoming and friendly. It is good to see you growing up into confident young people. I particularly enjoyed my conversations with you. You are certainly like school. The after-school club is great fun. You are just like a big happy family!

You are well behaved in lessons and listen carefully to your teachers. It was good to see how generous you are to others less fortunate than yourselves. The shoe boxes, packed with gifts, will make many poor children happy. I was thrilled to see how well you behaved in lessons and around the school. I can tell you feel safe and secure when you are in school. Older pupils take really good care of younger ones, especially in assemblies. This makes them settle down well.

I know you work hard and try your best at all times but I think that many of you could do better in English and mathematics, especially the boys. You can help in this by working very hard to reach the school's targets so your parents and teachers can be even more proud of you. I also think that the school could make better use of the outside area for the children in the Nursery and Reception.

Thank you again for being so helpful.

Yours sincerely

Gianna Ulyatt.

(Lead inspector)