

# Coates Primary School

## Inspection report

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<b>Unique Reference Number</b>	110631
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	378135
<b>Inspection dates</b>	29–30 September 2011
<b>Reporting inspector</b>	Ronald Hall

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Garry Crackle
<b>Headteacher</b>	Joanne Tomlins
<b>Date of previous school inspection</b>	11 March 2009
<b>School address</b>	The Fold Coates PE7 2BP
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed and seven teachers were seen teaching. Meetings were held with pupils, the Chair of the Governing Body, staff, and parents and carers. The inspectors observed the school's work and looked at data about pupils' progress. In addition, inspectors considered the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Fifty responses to the parental questionnaire were received and analysed, together with 79 pupil and 23 staff responses to their respective questionnaires.

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

- What is the level of attainment in English in Key Stage 2?
- How effective are leaders and managers, and particularly the middle managers, in monitoring performance and driving improvement?
- How accurate is school information on pupils' progress, and how effectively is this used to support future learning, setting targets and challenging higher-attaining pupils?
- How accurate are the school's self-evaluation systems?

## Information about the school

The school is smaller than average, and located on the outskirts of Peterborough. The vast majority of pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is below average. They have a range of needs, foremost being speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is below average. Since the last inspection there have been changes in the senior leadership team, and a new headteacher was appointed following a period when the school had no substantive headteacher. The school has achieved Healthy Schools status. There is a before- and after-school club run 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Coates Primary School is providing a good level of education for all its pupils. The good leadership and management of the school, and especially the leadership of the headteacher, have created a strong staff team that has made significant improvements to provision. As a result, pupils' attainment has risen since the last inspection, particularly in English and mathematics. This is a direct result of leaders' detailed and accurate self-evaluation and good planning for improvement. Staff and the governing body work together as a team to improve the education provided. Parents and carers are very positive about the school. These many positive factors mean that the school has good capacity to sustain its improvement.

A concerted effort by the school to improve attendance has led to levels now being high, as well as developing positive learning attitudes amongst the pupils. Good care, guidance and support, together with good teaching, enable pupils to achieve well. Pupils have excellent moral and social skills but their understanding of other religions and cultures is not as strong. Children are given a very secure start to their education in the Early Years Foundation Stage. Good progress in reading and mathematics is well established. Attainment in English is rapidly improving across the school. The before- and after-school clubs provide a good start and end to the pupils' day. Robust monitoring systems ensure those who attend are safe and secure, and staff go out of their way to support pupils' learning.

Staff typically have high expectations of their pupils and successful initiatives have been introduced to ensure that pupils know what to do to live up to them. As a result, pupils, particularly in Key Stage 2, know the importance of listening to others, of giving opinions and of being self-critical about their work. Mutual respect between staff and pupils and good support for individuals means that pupils feel safe and secure in school, allowing them to relax and enjoy learning. Pupils are very proud of their school, and one commented, 'We really like school, the teachers make learning fun and the things we do are interesting.'

The quality of teaching and learning has improved sharply and is now good. Teachers use their good subject knowledge, combined with imaginative use of resources, to interest and inspire pupils. Good pupil management means that pupils can work with concentration and at good pace. Teachers deploy skilled teaching assistants well to the benefit of all, but with particular success in the support of lower-attaining pupils and those with special educational needs and/or disabilities. The use of assessment to ensure that pupils are aware of what they are learning and

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how they will recognise that they have succeeded is well developed. Feedback given in class helps pupils understand how well they are doing and the school's strategy for setting challenging targets with the pupils is helping them to target their efforts. Just occasionally, lessons are satisfactory rather than good because planned activities do not challenge all groups of pupils to make the progress they are capable of.

The school's curriculum has undergone many changes to make it creative and imaginative, and this successfully promotes good and rapidly improving progress. The development of strategies to improve pupils' ability to speak and listen is a particularly strong feature. However, it does not as yet provide sufficient opportunities for the pupils to mix with a wide range of pupils from other cultural and ethnic backgrounds and so have an in-depth understanding of the multicultural and ethnic diverse society in which they live.

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

- Ensure that the quality of teaching and learning is consistently good or better throughout the whole school, by:
  - planning activities that always stimulate and challenge all groups of pupils to make the best possible progress.
  
- Ensure pupils develop a greater understanding of the diverse society in which they live by providing opportunities to:
  - mix with others from more diverse cultural and ethnic backgrounds
  - visit a wide range of religious establishments and learn from a range of religious leaders.

**Outcomes for individuals and groups of pupils****2**

Strategies to improve attainment in English and mathematics have been especially successful. Pupils make good progress from starting points that are lower than expected for their age, and currently an above average percentage of pupils are reaching expected or higher levels of attainment in these subjects. Work to improve the content of pupils' writing is showing success across the school.

Pupils really enjoy school and they behave well in class and around the school. Their politeness and respect for the views of others make a significant contribution to their ability to learn. In a Year 3 English lesson, for example, pupils were eagerly creating their own villain and hero characters using a wide range of adjectives. Pupils across the school work cooperatively as well as individually with focus and perseverance. All pupils show good attitudes to work, and aspire to do well. They are well prepared for their future lives.

Pupils with special educational needs and/or disabilities are successfully supported to make good progress, as are those who enter the school after the Reception Year. Pupils' day-to-day approach to learning, the way they treat each other and the way

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they are anxious to make contributions to ensuring their school community runs well all demonstrate their excellent moral and social development. Their spiritual and cultural knowledge is good but leaders are aware that they do not have enough opportunities for first-hand experiences. Pupils are physically active and know the importance of this in keeping fit and healthy. Strong personal, social and emotional education, which infiltrates the whole day, means that they develop strategies to promote good emotional health. Although pupils are well aware of how to eat healthily, they are honest in admitting that they are not always so good at applying this to their everyday lives.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	1
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching has improved rapidly over the past year. Much is now good and some outstanding features were seen, but it is not yet consistent throughout the school. The way in which teachers consistently seek to develop pupils’ speaking and listening skills is a key factor in the improvement of both mathematics and English. Pupils are encouraged to talk with each other to clarify their ideas; for example, when younger pupils discussed the characteristics of their story characters they demonstrated good empathy skills. This strategy means that pupils, many of whom enter school with communication skills below those expected for their ages, develop their language skills quickly to enable deeper thinking. Teachers use questioning in a skilled way to ensure the ongoing understanding of their pupils and to adjust their teaching where required. Initiatives to develop the use of targets to help pupils know how to improve their work are being successful. For example, the way pupils are encouraged to

<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

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analyse their own and other pupils’ work means that they are more aware of what constitutes success and of how to apply this to their work. Although marking systems are relatively new, there are examples of very precise marking which tells pupils what they can do to improve, shows them specific places where this can be done, and gives ample time and opportunity for improvements to be made. Where teaching is still satisfactory, planned activities do not fully reflect the usual high expectations of what pupils are capable of achieving.

The school ethos to ensure that each and every pupil develops both personally and educationally is very evident throughout the day and permeates the curriculum. The provision for higher-attaining pupils has been successfully improved in English and mathematics. Pupils are actively and exceptionally well supported and this is clearly seen in the before- and after-school clubs which enhance the pupils’ experience of school. Although the curriculum is successful in promoting good achievement, it lacks first-hand experiences for religious, cultural and ethnic awareness. Good care, guidance and support contribute well to pupils’ personal development and well-being. School leaders have had great success in increasing rates of attendance. They have also ensured that transition arrangements both for when pupils first join the school and when they go on to secondary school are extremely well coordinated; this is much valued by pupils and by parents and carers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

School leaders, in particular the headteacher, are very skilled at communicating a clear vision for the school in a way which galvanises staff to work hard to further improve the education provided. Very rigorous monitoring underpins the headteacher’s and senior staff’s knowledge of the strengths and weaknesses of the school. With careful prioritisation, the school is moving effectively towards achieving its high aspirations in all subjects. The senior leaders’ decision to give priority to developing content in mathematics was sensible, but they are also aware that it is important to continue raising attainment in English.

The school plays a good part in preparing the pupils to become good citizens, both through the strong school community and in the way pupils are encouraged to participate in local events. The relative weakness in provision for the development of community cohesion, especially in developing pupils’ wider understanding of the community in the United Kingdom and beyond, has been recognised and the school

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is seeking ways to provide more opportunities for pupils to experience other cultures. Links with parents and carers are productive and they are fully informed about their children’s progress. Partnerships with a wide range of other schools and professionals are used well to support individuals and to broaden the curriculum.

The governing body is knowledgeable and proactive. Its monitoring of the school is correctly focused on the priorities identified in the school improvement plan, for example the highly successful drive to improve teaching and learning across the whole school. These activities also demonstrate the governing body’s close attention to ensuring good equality of opportunity for all. Discrimination, in any form, is not tolerated.

Safeguarding procedures are robust and play an important part in the development of the pupils’ personal well-being. The safety needs of all pupils, including those whose circumstances may make them vulnerable, are met well. The school gives rigorous attention to the safe recruitment of staff.

*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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

At the time of the inspection the children in the Early Years Foundation Stage had only been in school a short time. The children entered the combined Pre-School and Reception unit, which is in two adjoining classrooms, confidently and happily. Good routines ensure the children were remarkably well settled, showing the strength of induction procedures and the skills of staff in providing the children with a warm, welcoming and well-planned environment. Curricular planning and assessments made last year show that the provision is good and staff have good plans to strengthen it still further, for example through the creation of a larger area for



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outdoor activities. The smooth new transition arrangements into the school and into Year 1 demonstrate the effectiveness of leadership and management. Over the past two terms, other improvements have been made in the curriculum provided and in the quality of teaching and learning. This has resulted in a marked increase in the achievements of the children, who are now learning well and making good progress across all the areas of learning.

*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

The vast majority of the parents and carers who returned the questionnaire or who spoke with inspectors during the inspection are very happy with the education provided for their children. They are positive about the way their children are kept safe. They also like the good quality of teaching and learning, and the way the school is led and managed. A small number feel that communication in relation to the changes occurring in the school is not as robust as they would like. Inspection findings are that there are good systems for ensuring communication and the senior leadership team has robust plans in place to improve communication further.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coates 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 144 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	56	20	40	1	2	0	0
The school keeps my child safe	20	40	25	50	4	8	0	0
The school informs me about my child’s progress	9	18	34	68	3	6	0	0
My child is making enough progress at this school	15	30	31	62	3	6	0	0
The teaching is good at this school	19	38	27	54	1	2	0	0
The school helps me to support my child’s learning	20	40	27	54	2	4	0	0
The school helps my child to have a healthy lifestyle	21	42	25	50	3	6	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)	15	30	27	54	3	6	0	0
The school meets my child’s particular needs	20	40	26	52	3	6	0	0
The school deals effectively with unacceptable behaviour	10	20	35	70	2	4	0	0
The school takes account of my suggestions and concerns	8	16	35	70	1	2	0	0
The school is led and managed effectively	19	38	28	56	0	0	0	0
Overall, I am happy with my child’s experience at this school	24	48	22	44	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 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 8 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.**



3 October 2011

Dear Pupils

### **Inspection of Coates Primary School, Coates, PE7 2BP**

We really enjoyed our time in your school and one of the highlights was having the opportunity to talk to you. You will be pleased to know that we agree with you that yours is a good school.

These are some of the strengths of your school.

- You make good progress in English and in mathematics.
- You behave well, work hard and want to succeed.
- You work well together and support each other.
- Good teaching helps you to be interested in what you are doing.
- Everyone in school takes good care of you. This makes you feel safe and teaches you how to take good care of yourselves.
- Your headteacher, other staff and the governing body have worked hard to make improvements to the education you receive.

To make things even better we have asked your headteacher, governing body and teachers to ensure that teaching is consistently good or better throughout the school, and to give you the opportunity to encounter a wider range of cultural and religious settings and experiences, so that you learn more about the diverse society in which you live.

You can help the school to keep on improving by continuing to work as hard as you can. Thank you again for the way you made us feel so at home in your school. We wish you every success in the future.

Yours sincerely

Ronald Hall  
Lead inspector

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