

Coningsby St Michael's Church of England Primary School

School Lane, Coningsby, Lincoln, LN4 4SJ

Inspection dates 13–14 November 2012

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

- The quality of teaching is not consistently good enough to enable pupils to make good progress.
- Teachers do not give pupils enough opportunities to work on their own. The pace of learning is slow, tasks are not interesting or challenging enough. Pupils do not know at what level they are working.
- Pupils' achievement and progress are not yet consistent enough across the school.
- There remains a gap between the progress of pupils in receipt of additional funding and the rest of the pupils.
- The physical development of the youngest children is slowed down by an underdeveloped outdoor area.
- The range of themes and topics taught does not raise pupils' awareness of the wider world.
- New systems for monitoring teaching and checking progress are not yet fully in place.
- There is no delegation of leadership responsibilities for key stages and subjects, to support school improvement.
- The governing body has not had sufficient training to be fully effective.

The school has the following strengths

- This is a rapidly improving school. Although in the past, pupils did not make enough progress, they are now catching up.
- Leaders have a clear vision of how to move the school forward. They have identified areas in need of improvement and are tackling them successfully.
- Progress in all year groups has improved this term because of the stronger focus on improving the quality of teaching and pupils' learning.
- Pupils' behaviour is good around the school and in classes. They have a good attitude towards learning and feel safe in school.

Information about this inspection

- Inspectors observed 20 lessons, which included part-lessons and four joint observations with the headteacher and the acting deputy headteacher. Inspectors also listened to pupils read.
- Inspectors attended assembly, talked to parents and carers informally as they accompanied their children to school and observed pupils' behaviour in the playground.
- Inspectors looked at the school's policies on safeguarding and behaviour, at safety logs, attendance records, and all documentation used by the school to monitor and evaluate teaching and learning.
- They analysed test, assessment and progress data.
- They analysed the staff questionnaire and the responses of 38 parents to the online survey (Parent View).
- Meetings were also held with school staff, the Chair of the Governing Body, groups of pupils and the local authority educational adviser.

Inspection team

Mina Drever, Lead inspector

Additional Inspector

Ann Ashdown

Additional Inspector

Daniel Kilborn

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The great majority of the pupils are White British, and very few pupils speak English as an additional language.
- Nearly half of the pupils come from service families posted to an air force facility in the area.
- An above average proportion of pupils qualify for the pupil premium, which provides additional funding for children in local authority care, those known to be eligible for free school meals and for children of service families.
- The proportion of pupils identified with special educational needs who are supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher had been in post for only two weeks at the time of the inspection. She took over from an acting headteacher (who had been the school's deputy headteacher) in post since September 2012 and who went on maternity leave at the end of the first half of the autumn term. A new acting deputy headteacher took over for three days a week in September 2012 and remains in this post until 31st August 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that more lessons are good or better by:
 - giving pupils more opportunities to learn on their own and find out things for themselves
 - setting pupils work which they find interesting and which challenges them to do their very best
 - making sure lessons move along at a good pace
 - asking questions which make pupils think deeply
 - making sure all pupils' books are marked to the same high standard
 - telling pupils the National Curriculum level that they are working at and what they need to do to get to the next level.
- Raise achievement and accelerate pupils' progress by:
 - ensuring teachers use information about what different pupils can already do to plan lessons that give them all the opportunity to take the next steps in their learning
 - making sure that pupils in receipt of extra funding make the same rate of progress as the rest of the pupils.
- Improve learning experiences open to pupils by:
 - developing the outdoor area for the youngest children to allow for their physical development
 - extending opportunities for pupils to learn about the wider world.

■ Improve leadership and management by:

- making sure that the new systems put in place in September 2012 for monitoring teaching and checking pupils' progress are used well and consistently by all teachers across the school
 - allocating responsibility for the leadership of key stages and subjects to particular teachers so that they contribute to efforts to raise achievement and improve the quality of teaching
 - ensuring governors receive suitable training to enable them to become fully effective in holding leaders to account and contributing to school improvement.
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Inspection judgements

The achievement of pupils

requires improvement

- In the past, there has been some underachievement and test results in 2011 and 2012 show that pupils' attainment in Year 6 was significantly below average. At the end of Key Stages 1 and 2, pupils have not done well enough in writing or mathematics. In 2012, the school's results were just below the government's floor standard.
- There has also been a significant gap between the progress and achievement in English and mathematics of pupils in receipt of additional funding and the rest of the pupils. The gap between those who qualify for the pupil premium and others has not yet narrowed enough. This is mainly because teachers are not making full use of the results of tests to plan lessons that meet the needs of all groups of pupils.
- A detailed analysis, by the senior leadership team, of progress across the school this term indicates that leaders have a lot to do to make sure that progress continues to improve for all groups, including disabled pupils and those who have special educational needs, and those who speak English as an additional language.
- Children enter the school with skills which are below those expected for their age. In 2012, children in the Early Years Foundation Stage performed at broadly average levels across all areas of learning. However, the opportunities for children to learn outdoors are not as good as those provided in the indoor classroom and this limits their physical development.
- Pupils' progress is now accelerating, including service pupils in receipt of additional funding. Although it still requires improvement, pupils are attaining standards much closer to the national average. Work in their books and that seen in lessons confirmed that pupils are now making better progress than previously and are rapidly catching up lost ground.
- Six-year-olds who took the recent phonics test (on letters and the sounds that they make) gained better results than pupils nationally. The 2012 test and assessment results in reading at the end of Key Stage 1 were also above average. Boys and girls performed equally well.
- This term, the new leadership team has put in place robust systems for improving teaching and checking at the end of each half term, how well children are progressing in reading, writing and mathematics. The new systems have already helped pupils to make better progress. For example, in half a term the Year 6 class has made nearly a term's progress in reading, and over a term's progress in writing and in mathematics.
- The pupil premium funding is being spent on providing individual emotional support for the children of service families by buying in consultants once a week trained in sensitive emotional issues, and for other pupils in receipt of this additional funding, on a needs basis. The school has placed additional teaching assistants in the classroom and is providing extra one-to-one support. The school's checking system shows that service pupils are making good progress this term with this additional support but there have been no checks on the progress of pupils known to be eligible for free school meals.

The quality of teaching

requires improvement

- The quality of teaching is inconsistent and this has a negative effect on the progress of pupils throughout the school.

- Lessons that require improvement are found across subject areas and year groups. These lessons do not provide enough interesting activities that challenge pupils to achieve their best. Teachers do not check pupils' learning regularly and they tend to ask the same pupils to contribute to answering questions. Teachers talk for too much of the time so that pupils learn passively rather than getting involved in more interactive and memorable activities and the pace of learning is too slow.
- In these lessons, teachers do not use National Curriculum levels with the pupils. Pupils do not know what these words mean and, therefore, do not know how to improve their work to reach the next level. They are given clear targets for making progress, but the targets are not linked to the levels.
- Teaching has improved this term and more lessons are now good. The senior management team has put in place a variety of tools to improve teaching. These include training in teaching and learning approaches and the introduction of assessment methods that all teachers use every half term to check pupils' progress.
- These new approaches have not yet had time to be fully put into practice. Across the school, teaching is still mostly a mixture of good and that which requires improvement. During the inspection, an outstanding phonics lesson (on the sounds that letters make) was observed in the Reception class and inspectors also saw some very exciting work being done in two lessons in Years 1 and 2. Children loved the phonics lesson, which was fun, dynamic and full of physical movement, like dancing and stretching and jumping to imitate the sounds and the blending of the sounds.
- In the best lessons, teachers check pupils' learning regularly. They use good questioning techniques that allow pupils to think critically. When planning lessons, teachers make sure that work is well matched to the needs of all groups of pupils and that it is not too easy or too hard.
- Where lessons are well planned, teaching assistants give very effective support to pupils who need it, including disabled pupils and those who have special educational needs, those in receipt of additional funding and pupils who speak English as an additional language.
- Some of the marking is good. It tells pupils exactly how well or not they have done in a piece of work and what they need to do to improve it. However, this good practice is not consistent across the school.

The behaviour and safety of pupils is good

- Pupils have good attitudes to learning and behave well in lessons so that disruption is rare. They stay on task during lessons, even when these are not very challenging.
- Pupils are very polite towards one another and towards all adults. There have been no exclusions and the school has a clear behaviour policy. The school rules are posted in all classrooms so that pupils know what is expected and understand the system of sanctions and rewards.
- Pupils behave well and appropriately around the school. Some would like more equipment in the playground but, in spite of this, behaviour is well supervised during playtime and lunchtime and

according to pupils behaviour in the playground is 'mainly good'.

- Pupils all feel very safe in school and they generally know how to keep themselves out of danger. One pupil said that the new headteacher 'is changing things for our own good and our safety', and parents and carers also feel that their children are safe in school.
- School records show that there have been no incidents of bullying although pupils suggested that last year there had been 'a little bit of bullying in the last year of school'. The school has sound policies on behaviour and anti-bullying which are fully in place and used rigorously by all teachers. Pupils said that they know about different types of bullying, including cyber-bullying and name-calling.
- Attendance is in line with the national average and systems for dealing with absence are very rigorous.
- The reason why pupils' behaviour is not yet outstanding is because they do not have enough opportunities to take responsibility to find out things for themselves, especially in lessons where teaching requires improvement. However, they are beginning to develop a voice through the recently set up school council.

The leadership and management

requires improvement

- Leadership and management require improvement because leaders have not taken effective action to overcome the significant gaps between the achievement of pupils in receipt of additional funding and the rest of the pupils. The service pupils in receipt of the pupil premium funding have made good progress this term, but no check has yet been made on whether the pupils who are known to be eligible for free school meals have made any progress.
- The new headteacher and the acting deputy headteacher have put in place new systems for monitoring teaching and tracking pupils' progress. These are beginning to have an impact on progress, but they have not been in place long enough for their effectiveness to be checked and for leaders to ensure they are being used consistently by all staff to ensure all pupils receive equal opportunities.
- The clear and accurate self-evaluation suggests that the senior leaders know their school well and have the capacity to bring about changes necessary to raise achievement. A middle layer of management has been identified as a need by the headteacher and deputy headteacher. There are at the moment some subject leaders, and temporary key stage leaders. These roles have been highlighted in the current school development plan during this school year.
- Leaders have put in place a rigorous system for dealing with the management of teachers' performance. This includes regular lesson observations and improvement targets for each teacher. Together with checks on pupils' progress, this system helps to ensure that decisions about teachers' salaries are based on their contribution to raising achievement.
- Every effort is made to foster good relations between pupils and to ensure no pupil is discriminate against. The leadership team works closely with the governing body and the local vicar to provide service pupils with ongoing support to ensure they feel part of the school community. The Chair of the Governing Body is a member of the air force and advises the school on sensitive issues occurring in families at the base.

- The range of subjects and topics taught is broad and balanced and meets requirements. Together with the school's positive atmosphere, it supports pupils' good social, moral and spiritual development. However, it is currently under review and the school recognises the need to make it more relevant to the interests of the pupils and linked to the wider world, so that pupils are better prepared for life in a global society.
 - Most parents and carers are happy with the education their children receive. However, a small minority expressed concerns about the school's communication with them and felt they were not kept well informed about their children's progress. Inspectors found that the school is now communicating more regularly with parents and carers so that they understand and welcome the necessary changes needed to push forward achievement.
 - The local authority has provided good support for the school in its drive to improve progress through targeted training and recruiting an acting deputy headteacher with skills in developing teaching and learning.
 - The headteacher and the acting deputy headteacher share a very clear vision of what they need to do to remove specific barriers to learning in order to make sure that each pupil has equal opportunities to a good education. Leaders have the support of the staff in their improvement drive.
 - **The governance of the school:**
 - Governors know that the school requires improvement and why. They have analysed the school's results and progress information and understand where pupils are not doing well. They share the vision of the new headteacher in wanting to ensure that pupils receive the best possible education. They make sure that safeguarding requirements are fully met. They are very supportive of all necessary steps needed to improve progress and attainment. They have begun to hold the headteacher to account, questioning the quality of teaching. They have only just begun to manage the pupil premium funding because the local authority only transferred this funding to the school during half term. However, a policy was in draft form at the time of the inspection and finances are well managed. The governing body has supported the headteacher and deputy headteacher in strengthening the procedures to monitor teachers' performance but its members have not yet been involved in any decisions about performance management and teachers' pay. School policies were reviewed and ratified by governors in October 2012. However, the governing body has not contributed to the school's self-evaluation and development plan, and its members have had insufficient training to ensure that all aspects of governance are effective.
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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	120567
Local authority	Lincolnshire
Inspection number	401949

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Sean Westway
Headteacher	Kate Hodson
Date of previous school inspection	22 March 2010
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