

# Coningsby St Michael's Church of England Primary School

School Lane, Coningsby, Lincoln, LN4 4SJ

**Inspection dates** 15–16 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- During the relatively short time since its last inspection the school has improved dramatically.
- Standards in reading, writing and mathematics are broadly average. Pupils in all year groups, including the Early Years Foundation Stage, are making good and in some instances outstanding progress.
- Teaching is good. Lessons capture pupils' interest with work that is well matched to their varying needs. The basic skills of literacy and numeracy are taught well.
- Pupils work hard in lessons and the majority behave well for most of the time. The school's arrangements to keep pupils safe are good.
- Pupils' personal development and their spiritual, moral, social and cultural development are good.
- School leaders and governors are working effectively to sustain the good pupil progress and good teaching. They know precisely what is needed to make things even better and are determined to do so.

### It is not yet an outstanding school because

- Standards and progress in writing, while improving, lag behind those in reading and mathematics.
- A small number of pupils struggle to behave well at lunchtime and this is a concern for some parents.

## Information about this inspection

- The inspectors observed parts of 18 lessons and were accompanied by the headteacher or deputy headteacher during 11 of the observations.
- Meetings were held with governors, parents, the headteacher, teachers with additional responsibilities, pupils and a representative of the local authority.
- The inspectors looked at the work in pupils' books and listened to some pupils reading.
- The inspectors took into account the school's information about pupils' attainment and progress, its evaluation of its strengths and weaknesses and the resulting plans for improvement. The inspectors also looked at a range of documents and policies concerning school management and keeping pupils safe.
- The inspector considered the 70 responses to Ofsted's online survey (Parent View) for the current year and the 36 responses to the staff questionnaire.

## Inspection team

Godfrey Bancroft, Lead inspector	Additional Inspector
Debra McCarthy	Additional Inspector
Mike Williams	Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils entitled to benefit from additional government funding through the pupil premium, which includes those known to be eligible for free school meals, is very high.
- The proportion of pupils who join or leave the school part way through their primary school education is higher than found in most schools.
- The school meets the government's current floor standards for pupils' attainment and progress.

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

- Raise standards and the rate of pupils' progress in writing by:
  - creating more opportunities for pupils, particularly for the most able, to do longer pieces of writing on their own at an earlier stage
  - helping pupils to improve their handwriting so that their work is presented neatly.
- Improve the behaviour of the small number of pupils who struggle at lunch times by:
  - helping staff who supervise the pupils to identify potential flash points and to defuse incidents
  - ensuring that any incidents are recorded consistently.

## Inspection judgements

### The achievement of pupils is good

- In most years children start in the Reception class with attainment that is below that typical for their age. However, there is usually a wide range of abilities with each year containing some very able children and some who struggle in many areas of their learning.
- In the Reception class children make good progress in all areas of their learning. By the time they start Year 1 the proportion showing a good level of development for their age is higher than found in most schools.
- At the key points at the end of Years 2 and 6 pupils' attainment in reading, writing and mathematics is broadly average. However, there is a trend for standards in writing, while they are improving, to lag behind those for reading and mathematics.
- The schools' information on pupils' progress, the work seen in pupils' books and the progress observed in lessons clearly show that pupils are making good progress. In all year groups more and more pupils are starting to make outstanding progress. This trend was noted particularly in Year 4 and in mathematics in Year 6.
- The pattern of increasingly good and in some cases outstanding progress can be seen across all groups of pupils. This includes disabled pupils and those who have special educational needs.
- Those pupils who are entitled to benefit from the additional pupil premium funding attain standards and make progress that is every bit as good as those from other groups. This means there are no gaps in their attainment compared with the other pupils in the school. A significant number of pupils who are entitled to the funding are among the school's most able pupils.
- Phonics (the sounds made by letters and words) is taught well and lays a solid foundation for pupils' progress in reading and writing. Pupils in all age groups enjoy reading. Pupils also acquire the basic mathematical skills of adding, subtracting, multiplying and dividing well and know how to use them to solve mathematical problems.
- The additional primary school sports' funding is being used to good effect with improvements noted in pupils' skills, their fitness and levels of participation in sport.

### The quality of teaching is good

- Teachers make learning interesting so that pupils enjoy lessons. Careful attention is given to pupils' personal development and to their spiritual, moral, social and cultural development and this lays a solid foundation for their good academic progress.
- Teaching in the Early Years Foundation Stage is good. The much improved provision for children to learn outside the classroom is used well and helps children to make good progress.
- Teachers plan learning opportunities with care. They provide work that is matched well to pupils' needs and builds methodically on their existing knowledge and skills.
- Teachers create excellent opportunities for pupils to develop their speaking and listening. For example, they often use questions to good effect to help pupils to build on their existing knowledge and skills and to challenge their thinking. During one lesson a pupil who does not

always find learning easy said her teaching assistant asked her lots of 'hard' questions. She went on to say, 'This is just what I need to help me to learn.'

- In addition to phonics, the basic mathematical skills of adding, subtracting, multiplying and dividing are taught well. However, teachers do not always pay enough attention to helping pupils to present their work neatly.
- Teachers provide pupils with helpful guidance about how to structure increasingly longer pieces of writing. Even so, they do not provide enough opportunities for the potentially most able writers to get stuck in to writing longer pieces of text at an early enough stage. Similarly, there are not always enough chances for pupils to do longer pieces of writing in subjects other than English.
- Teaching assistants provide good support for those pupils who do not always find learning easy and for those who are entitled to benefit from the additional pupil premium funding. These pupils make significant strides when they are taught individually or in small groups.
- The provision for disabled pupils and those who have special educational needs is planned with great care and teachers and teaching assistants receive good guidance from the teacher who leads this aspect of learning.
- Assessments of the levels pupils have reached and the progress they have made are frequent and accurate. The marking of pupils' work provides them with good advice about how to improve in all their subjects. Pupils are involved well in checking the quality of their work and enjoy working with their classmates to talk about and assess each other's work.
- Teachers and teaching assistants talk with pupils to ensure they are confident about what they are doing and to make sure they receive help with anything they are uncertain about.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils say they feel safe in school and the school's work to keep them safe and secure is good, including the arrangements for safeguarding and child protection.
- Pupils express their confidence that should they have any problems, either with their work or personally, there is someone they can turn to at school for help. In this respect the school's learning mentor and the Nest (the school's nurture room) plays a major role that is greatly appreciated by pupils.
- Pupils, including those in the Early Years Foundation Stage, behave well during lessons. Many work exceptionally hard. They sustain their efforts and interest. An increasing number show the application and skills needed to work on their own, without direct intervention, for long periods of time. Pupils greatly appreciate the ways in which their teachers make lessons interesting. One pupil echoed the views of many when he said, 'Our teachers are fun and they make learning enjoyable.'
- Pupils value the recognition they receive for their efforts and successes. They also appreciate the various ways in which the school rewards their good attendance and behaviour.
- Attendance has improved significantly. From being below average at the time of the last inspection it is now above average. School leaders have worked effectively to bring about improvements and to persuade parents of the importance of their children's regular attendance.

However, the main reason for the improvement is that pupils now find school interesting, enjoyable and too good to miss.

- Pupils are knowledgeable about how to stay safe. The school works effectively to raise their awareness about the potential hazards they might face at school and out in the wider community. Pupils know about the potential negative effects of bullying in its various forms; such as the misuse of mobile telephones, the internet and social media.
- Pupils embrace opportunities to take responsibility. Older pupils are proud to be prefects and members of the pupils' school council take their role very seriously. Pupils are eager to contribute and confident to speak up in assemblies. They also raise substantial amounts of money for those less fortunate than themselves.
- Some parents who completed the Parent View questionnaire and who spoke to inspectors expressed concern about pupils' behaviour at lunch times. Behaviour at lunch times during the inspection was excellent and inspectors did not see any instances of inappropriate behaviour. However, school records show that sometimes incidents do occur during lunch times. In many cases staff take appropriate action. Even so, lunch time supervisory staff do not always use their knowledge of pupils to head off potential flash points or record any incidents consistently. This is what is stopping behaviour from being outstanding.

### **The leadership and management** are good

- School leaders are continuing to driving significant improvements that have enhanced provision since the last inspection. Pupils' progress and the quality of teaching have both improved markedly and attendance has risen from below average to above. This track record for bringing about improvements provides a strong indicator for the school's potential to sustain improvements in the future. That said, no one is complacent and the drive to become even better goes on unabated.
- All staff are committed to ensuring that pupils have every opportunity to do their best.
- The school's view of its work is accurate and school leaders know precisely what needs to be done to bring about further improvements. The success of each initiative for further improvement is evaluated in detail and modifications made from the lessons learned.
- The quality of teaching is promoted well. There are good opportunities for the training of staff, often undertaken in partnership with other schools. Teachers particularly appreciate the opportunities for them to visit these other schools and see them at work. The improvements in teaching are tied in closely with the national 'Teachers' Standards'. These are closely aligned with the arrangements for managing teacher's performance which, in turn, are linked to targets for improvement in pupils' progress.
- Morale among teachers is good. However, some non teaching staff would appreciate more opportunities for their professional development. School leaders are mindful of this and plans are in place to meet the need.
- Staff with additional responsibilities, such as those for various subjects and the co-ordination of support for disabled pupils and those who have special educational needs, fulfil their duties well. The leadership of the Early Years Foundation Stage is good. This is because children, from their various starting points, make progress because of a well-planned programme of activities.

- Links with parents are good and the school keeps them well informed about their children's progress. There is also an excellent range of opportunities for parents to visit and become involved in school life. Typical of such events was the recent father's day lunch and the Year 6 end of term production. Even so, some parents are not happy with the behaviour of some pupils during lunchtimes.
- Pupils benefit from a good range of learning and additional opportunities. They acquire basic skills well and provision for their personal development and for their spiritual, moral, social and cultural development is promoted well. In respect to the latter, the school's links with the church are prominent. In one conversation a young pupil identified the school on her list of places of worship. During the inspection a stained glass window in the school's entrance was installed and dedicated. The awe and wonder at the unveiling of the window of the pupils who had designed it was palpable and moving.
- Staff work effectively to raise pupils' awareness of other cultures and beliefs. The recently established links with a school in China are proving to be particularly meaningful to pupils.
- The local authority has provided the school with good support along its journey of improvement since it was last inspected. The school has also brokered effective support itself by working with independent agencies, other schools and the diocesan board of education. These have all contributed well to the rapid school improvement.
- **The governance of the school:**
  - Governance has also improved. Governors have responded promptly and effectively to the demands for additional training that were pointed up by the last inspection. Governors now bring a range of valuable expertise and are very knowledgeable about all aspects of the school's work. They are well informed about the progress of the various groups of pupils, about the quality of teaching and about the arrangements and impact for the performance management of staff. All this means they are well placed to hold school leaders and staff to account for the quality and impact of their work. For their part school leaders and staff are appreciative of the encouragement and support they receive from governors. Governors keep a close check on the use of resources and are fully aware of the beneficial effects of the school's use of additional funding, such as the pupil premium and the primary school sports funding.

## 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

<b>Unique reference number</b>	120567
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	434441

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	281
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David McDonnell
<b>Headteacher</b>	Kate Hodson
<b>Date of previous school inspection</b>	13-14 November 2012
<b>Telephone number</b>	01526 342312
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