

Great Coates Primary School

Cromwell Road, Grimsby, North East Lincolnshire DN37 9EN

Inspection dates

22–23 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides strong leadership and, with the support of her effective deputy, has ensured that this is a good and rapidly improving school.
- Senior leaders have taken effective action to improve the quality of teaching, learning and assessment. As a result, it is now good, as are pupils' outcomes.
- Pupils make good progress as they move up through the school. They are well prepared for secondary school by the time they leave.
- The school has benefited from support provided by the multi-academy trust (the trust) to which it belongs.
- The curriculum has been thoughtfully developed by leaders. There are good opportunities for pupils to develop knowledge and skills across a wide range of subjects.
- Children are well taught in the early years and make good progress. They are well prepared for the beginning of key stage 1.
- Relationships between pupils and adults are positive. Pupils' conduct around school is good. They are polite and show respect to each other.
- Pupils feel safe and secure. They are confident that adults in the school will deal with any concerns they may have.
- Governors are well informed and know their school well. They provide the right level of support and challenge.
- Some pupils in key stage 1 are not making the progress of which they are capable in reading.
- In some classes, pupils, including those who are most-able, are not developing a deeper understanding of the mathematics they are learning.
- Recently appointed middle leaders are keen to bring about improvements in their areas of responsibility. However, their skills are not developed fully.

Full report

What does the school need to do to improve further?

- Further strengthen leadership and management, by:
 - developing middle leaders' skills and knowledge so they can make improvements in the school.
- Develop teaching, learning and assessment further by ensuring that:
 - reading activities in key stage 1 enable pupils to make the best possible progress
 - planned learning activities in mathematics deepen pupils' knowledge and understanding, especially for those pupils who are most-able.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and her deputy have worked very hard to improve the school since their appointments. Since the formation of the present senior leadership team, there has been rapid improvement in teaching and learning and, as a result, improved progress for pupils.
- The strong focus on teamwork has ensured that leaders and governors work as a united team who share a common drive to improve the school. They are uncompromising in their drive to make Great Coates Primary School the best it can be.
- Leaders have an accurate view of the school. Improvement planning accurately identifies priorities for further improvement and the actions needed to achieve them. Leaders' regular monitoring of the completion of improvement targets and their effect has aided the drive for continuous improvement.
- Middle leaders are new to their posts. They are enthusiastic and show a real desire to be successful in their areas of responsibility. However, these leaders have not developed all of the skills and knowledge to drive improvements in the school.
- The trust has provided strong support to the school since it became an academy in 2016. The trust's improvement officer has provided advice and guidance to leaders. School staff share practice with other colleagues in the trust and benefit from joint training events. Teachers say that they value these opportunities and that they are helping them to improve their practice.
- Senior leaders have a clear vision around the curriculum they aspire to for their school. They have thought carefully about the curriculum to ensure that it engages pupils and provides them with opportunities to acquire a range of skills and knowledge in different areas.
- Pupils experience a range of opportunities to develop their spiritual, moral, social and cultural understanding. Pupils of all ages are taught the key features of the main worldwide religions, such as Judaism and Islam, and have ample opportunities to reflect on their own beliefs. Topics studied, such as the one on rainforests, allow pupils to consider how man is affecting the environment.
- Assemblies are used effectively to address current events, such as elections in other countries and the flying of drones around airports. Work and discussion on events like these are continued in the classroom, thus allowing pupils to develop an understanding of democracy and the rule of law. Leaders are preparing pupils well for life in modern Britain.
- Leaders ensure that they use the pupil premium funding effectively to improve the outcomes of disadvantaged pupils. This group makes progress that is often better than that of other pupils nationally.
- Funding for pupils with special educational needs and/or disabilities (SEND) is used effectively. The leader for special educational needs is knowledgeable about the pupils with SEND and their individual needs. She ensures that these pupils receive the support they need.

- The primary school physical education and sport funding is used well. The school offers several after-school sports clubs, and pupils benefit from a range of sporting events and competitions.

Governance of the school

- Governance has been strengthened over the last two years, as new governors have brought additional expertise to the governing body. As a result, governors are providing a clear strategic direction for the development of the school. Governors have worked well with the trust and leaders in moving the school forward. As a result, there are strong relationships between the governing body and leaders. This underpins recent improvements.
- All governors are suitably trained in safeguarding. All governors are trained in safer recruitment and ensure that at least one is always present at interviews for new staff. The safeguarding governor regularly visits the school to ensure that processes and procedures are robust. Governors undertake their statutory responsibilities diligently.

Safeguarding

- The arrangements for safeguarding are effective. Staff receive regular training in safeguarding. As a result, they know how to recognise signs of abuse and neglect. They are clear about how to report concerns, using the school's agreed procedure.
- Leaders work closely with other professionals and parents and carers to ensure pupils are safe and secure. Record-keeping is effective and fit for purpose and required pre-employment checks are made. Leaders follow up safeguarding concerns diligently with external agencies to ensure that children and families are well supported.
- Pupils spoken with told inspectors that they feel safe and are taught how to keep themselves safe at school and home. Pupils articulately explained the strategies they use to keep themselves safe in a range of settings, including when online.

Quality of teaching, learning and assessment

Good

- Positive relationships between current staff and pupils underpin successful teaching throughout the school. Pupils are attentive, responsive and keen to learn. Consequently, they make strong progress in a wide range of subjects.
- The teaching of writing is effective and much improved. The well-planned curriculum develops pupils' technical writing skills and allows them to practise their writing for different purposes, for example when producing a news report, and in different subjects such as history.
- Reading in key stage 2 is taught well. Pupils report that they enjoy reading and read a range of different and high-quality texts. Teachers' strong use of questioning enables pupils to deepen their comprehension of what they are reading and their ability to explain this understanding. For example, in a Year 5 class pupils were engaged in a discussion about the characteristics and similarities in a range of texts from a famous children's author.

- The approach to the teaching of reading across key stage 1 focuses on developing fluency and the ability to decode. This is supported by effective phonics teaching. However, pupils are not given enough opportunities to explore rich literature through longer and more challenging texts. This limits their ability to be able to refine and develop their skills in inference and deduction and widen their vocabulary.
- Pupils are often given opportunities to apply their mathematical skills to more complex problems. However, observations of learning in mathematics and a scrutiny of pupils' workbooks show that some pupils are completing a considerable amount of work that adds little value to what they already know. The learning activities that pupils are completing are not challenging them to acquire a deep understanding of the key concepts they are learning. This is especially the case for those pupils who are most-able.
- The teaching of the broader curriculum is largely effective. Pupils engage in a wide range of topics, many of which are linked, showing pupils that skills learned in one curriculum area can be applied in others. Teaching in different subjects is regularly enriched by trips, such as a visit to a mediaeval manor house when learning about the Tudors.
- Support staff make a good contribution to teaching and learning. They work well with teachers and have good relationships with the pupils they support.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a wide range of opportunities to take on positions of responsibility and contribute to the wider life of the school. For example, older pupils act as play leaders and organise clubs each lunchtime for pupils in key stage 1. Other pupils have the roles of 'green jumper children', who are seen as good role models and help other pupils who may need help or have any worries.
- Pupils feel safe in school and know that staff will help them if they have any concerns. Pupils also know about how to stay safe on the internet because leaders provide sessions to give them the information they need.
- Pupils who made their views known say that, although there has been bullying in the past, this has now stopped. They are confident that if any bullying did happen, teachers would sort it out and parents would be informed.
- The school offers a range of after-school clubs such as football, karate, dance and a youth club. A breakfast club is available for all pupils each morning, which is well attended and sets the pupils up for the day. A range of playground equipment promotes healthy lifestyles through active games. Pupils in Year 4 learn to swim, something that was commented on very favourably by parents.
- Topics taught and school assemblies address issues that are affecting the environment. Pupils have good opportunities to discuss environmental concerns and were instrumental in ensuring recycling bins for waste paper are placed in every room in the

school.

- Pupils are respectful and tolerant. They understand that everyone should be treated fairly and equally. They are very aware of the school values of respect, resilience, aspiration, pride and reflection, and how to apply them to everyday interactions with others and as learners.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves very well in class and around the school. They respect one another, listen well and take responsibility for their own behaviour.
- Staff consistently apply well-structured and effective behaviour management systems. Rewards and sanctions are understood by pupils and staff. Where there have been exclusions, they have been used judiciously.
- Pupils' attendance has improved because of the concerted efforts of leaders and their close monitoring of individual pupils. Currently attendance is just below average, but shows a noticeable improvement on previous years.

Outcomes for pupils

Good

- By the time pupils leave the school at the end of key stage 2 they have made good progress and have attained standards in reading, writing and mathematics that are mostly above average. As a result, pupils are well prepared for learning when they start their next stage of education.
- In 2018, attainment for pupils in Year 2 was below average in reading, writing and mathematics. This did not represent good progress from pupils' starting points when they left the Reception class. Evidence collected during the inspection shows that current pupils are making stronger progress in writing and mathematics.
- The proportion of pupils meeting the expected standard in the Year 1 phonics screening check is close to the national average. Pupils are using their phonics skills effectively when reading unfamiliar words. However, pupils currently in key stage 1 are not developing their comprehension skills well enough and consequently not making progress similar to that in other subjects.
- The progress of the most able pupils in key stage 2 is improving, which is reflected by the increased proportion of pupils reaching the higher standards in reading and the standards current pupils are attaining in writing. However, the proportion of pupils attaining the higher standards in mathematics, in both key stage 1 and key stage 2, is below average.
- Pupils with SEND make good progress. Class teachers ensure that pupils with SEND encounter the same curriculum as their peers, adapted to take into account any specific needs. Additional support is carefully planned, and its effect regularly checked.
- Disadvantaged pupils make good progress in reading, writing and mathematics. The school ensures that disadvantaged pupils achieve just as well as, and often better than, other pupils.

Early years provision

Good

- Many children enter the early years with skills and abilities below those found typically in most children of their age. Good teaching and a well-planned learning environment support children to make good progress as they move through the setting. Consequently, the proportion of children who are ready for learning in Year 1 is similar to the national average.
- Disadvantaged children also achieve well. As a result of effective use of additional funding for disadvantaged children, differences in achievement between these children and other children are diminishing rapidly.
- The early years provision is led by the middle leader responsible for overseeing the Nursery and Reception classes. She is new to her role and keen to do well. However, her leadership skills are not developed enough to ensure areas for improvement are addressed.
- Learning activities are well planned. Teaching is good and all adults in the setting use timely interventions to challenge children further. For example, during a music activity the teacher clapped the number of beats in a piece of music, which children followed, practising their counting skills.
- The teaching of phonics is good. Teachers and teaching assistants reinforce children's understanding of known sounds and encourage them to tackle others that are not so familiar. Phonics is also taught in the outside area using practical activities to engage children in their learning.
- Areas of provision, both indoors and in the outside area, foster effective learning. These include the mud kitchen, where Nursery children were busily discussing making homes for minibeasts.
- Children enjoy their time in early years. They behave well, take turns, share resources and listen attentively. Children show resilience and sustain concentration. For example, during a bat and ball activity, children sensibly used equipment and showed good control and use of space.
- Links have been effectively formed with parents. Parents are given an accurate view of their child's learning journey and take opportunities to provide feedback regarding their child's learning and progress.
- Safeguarding is effective and children's welfare requirements are met. Staff are well trained and vigilant in ensuring that all children are safe

School details

Unique reference number	142841
Local authority	North East Lincolnshire
Inspection number	10089012

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

Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	288
Appropriate authority	Board of trustees
Chair	Teresa Blanchard
Headteacher	Andrea Norman
Telephone number	01472 230 263
Website	www.greatcoatesprimary.co.uk
Email address	head@gcp.nelcmail.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is an average-sized primary school.
- The school converted to become an academy and joined Healing Multi-Academy Trust in 2016. When its predecessor school was last inspected by Ofsted, it was judged to require improvement overall.
- The school is governed by Healing Multi-Academy Trust. The local governing body has full delegated responsibility.
- Most pupils are of White British heritage.
- The proportion of pupils with special educational needs is below average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is above average.
- The early years includes a Nursery class where children attend part time.

- The school provides a breakfast club each morning for pupils.

Information about this inspection

- Inspectors observed learning in all classes. Several lessons were observed jointly with the headteacher.
- A sample of pupils' work from all classes was scrutinised.
- Inspectors listened to a selection of pupils read from all year groups.
- Meetings were held with pupils, the headteacher, other staff, three members of the governing body and the chief executive of the multi-academy trust.
- Inspectors observed pupils moving around the school, including on the playgrounds, during breaks and during a school assembly.
- Inspectors scrutinised a number of documents, including the school's self-evaluation of its overall effectiveness, school improvement plans, attendance records and safeguarding information.
- Inspectors took account of the 48 responses to Ofsted's online pupil survey, the 20 responses to the staff survey, the 10 responses to Ofsted's online parent questionnaire, Parent View, and nine free-text responses to Parent View.
- Inspectors spoke informally with parents at the start of the school day.

Inspection team

Alan Chaffey, lead inspector	Ofsted Inspector
Melissa Milner	Ofsted Inspector
Adrian Fearn	Ofsted Inspector

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