

# Inspection of a good school: Coatham Church of England Primary School

Coatham Road, Redcar, North Yorkshire TS10 1QY

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Inspection dates:

6 and 7 October 2022

## Outcome

Coatham Church of England Primary School continues to be a good school.

## What is it like to attend this school?

At Coatham Primary School, leaders are committed to preparing pupils for their future. Leaders want pupils to 'learn not for school, but for life'. This school motto is evident in how pupils learn here. Right from early years, children are encouraged to be independent and to learn from mistakes. Staff ensure that pupils have strategies to use if they are stuck. They try before they ask for help, and they show resilience. Parents and carers agree that pupils thrive here and grow in confidence. Leaders have created an inclusive community. Staff have high expectations of what all pupils can learn and do, including pupils with special educational needs and/or disabilities (SEND). Pupils enjoy meeting these expectations.

Leaders make sure that pupils understand respect. Pupils understand how to be a good friend. They also receive clear messages around bullying. They know what to do if it happens. Pupils know how to report bullying and trust adults to put a stop to it. If bullying happens, teachers treat it seriously. They act quickly to stop it. Older pupils are proud to be chosen as anti-bullying ambassadors. They support younger pupils to play together and cooperate. Pupils feel happy and safe here.

## What does the school do well and what does it need to do better?

Leaders are ambitious about what they want pupils to learn. They have thought carefully about exactly what knowledge they want pupils to learn, and when. Leaders make sure that their curriculum reflects the local environment and community. For example, pupils visit the beach and marshes when learning about geography and science.

The curriculum has been designed so that pupils can build on what they already know. Leaders have prioritised vocabulary. Pupils use 'sticky knowledge mats' to help them to remember what they have learned. However, in some lessons, the activities that teachers choose do not ensure that pupils are fully focused on the key knowledge that they want pupils to learn.

Staff understand pupils' needs well. Pupils with SEND are well supported to access the curriculum alongside their peers. Staff help pupils with SEND to achieve their potential, while also building their independence. Staff make sure that they prepare pupils with SEND to succeed in the future.

Leaders have ensured that reading is a priority in school. Staff regularly listen to pupils in all year groups read individually. Older pupils read independently every day. Pupils enjoy listening to daily story time. Pupils are supported to choose books that will engage them. Children in early years enjoy retelling the stories they know.

Leaders have recently introduced a new phonics scheme. Staff have had initial training in how to deliver this scheme effectively. This expertise is still developing. Leaders have clear plans in place for ongoing training. Pupils can use their phonics knowledge to tackle the right books for their reading level. Pupils who find reading more difficult are identified and given extra support.

Pupils behave well around school and in lessons. Pupils are engaged and keen to learn. Staff challenge any inattention quickly. Outside classrooms, pupils treat each other kindly. Even the youngest children cooperate and encourage each other to share. The school's core values of friendship, respect and fairness are clear in relationships around school.

Leaders ensure that pupils' development goes far beyond academic subjects. Pupils explore current affairs through weekly discussions of news topics. They are encouraged to share and develop their own opinions. Leaders ensure that pupils develop their spirituality in a range of ways. Leaders promote mindfulness. They encourage pupils to reflect on their own actions and how they can move on if there are ever any disagreements. Pupils talk with maturity about their own behaviour and opinions. Leaders ensure that pupils learn about healthy relationships in an age-appropriate way.

Leaders at all levels have a clear vision for the school. They are committed to making sure that pupils aim high. Staff feel that they are well supported by leaders. They believe that any concerns they had would be listened to. They are proud to work at this school. Parents appreciate the work of school leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive the right training to keep pupils safe. Staff are clear about what risks pupils might face. Staff know how to report any concerns they might have about pupils' welfare. Pupils learn about how to keep themselves safe in their community. They learn about beach safety and how to stay safe when online. The local police community support officer teaches pupils about a wide range of important topics.

Leaders track vulnerable pupils closely. Leaders work with external agencies to make sure that pupils and families are supported. Leaders are persistent in making sure that this support is received. They take timely action if issues arise.

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

### (Information for the school and appropriate authority)

- Staff do not currently deliver phonics with the same level of expertise. This means that some pupils do not make progress as quickly as others. Leaders should ensure that staff receive ongoing training, so that they deliver the new phonics scheme effectively.
- In some lessons, activities do not encourage pupils to focus on the most important knowledge that leaders want them to learn. This means that some pupils find it difficult to explain their learning clearly. Some struggle to remember key information in some subjects. Leaders should ensure that activities chosen in lessons focus clearly on the key knowledge that they want pupils to learn, so that pupils develop their understanding more fully.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the predecessor school, Coatham Church of England Voluntary Controlled Primary School, to be good in May 2011.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145670
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10241367
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graeme McGregor
<b>Headteacher</b>	Philip Maudsley
<b>Website</b>	<a href="http://www.coathamprimary.co.uk">www.coathamprimary.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Galileo Multi Academy Trust in April 2018.
- The school does not use any alternative provision.
- The school is a Church of England school. The school's most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) was in 2016. The school is due for its next SIAMS imminently.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.
- The inspector met with senior leaders, including the headteacher and the deputy headteacher.
- She also met with representatives from the governing body, including the chair and vice-chair.
- The inspector met with representatives from the trust, including the chair of the trust board. She also met with the chief executive officer from the trust.

- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at sample of pupils' work.
- The inspector met with the headteacher in his role as designated safeguarding lead. The inspector checked logs of actions taken to keep pupils safe.
- The inspector checked the single central record and other documentation regarding safe recruitment practices.
- The inspector spoke with a range of pupils and staff, both formally and informally, during the inspection.
- The inspector observed the behaviour of pupils at social times.
- The inspector met with leaders responsible for personal development.
- The inspector scrutinised a range of documentation, including minutes of governing body meetings, and the school's self-evaluation and improvement plan.
- The inspector considered the responses to the online staff questionnaire. She also considered the responses to Parent View, Ofsted's online questionnaire. There were no responses to the pupil survey.

### **Inspection team**

Katie Spurr, lead inspector

His Majesty's Inspector

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