

Inspection of a good school: Coleby Church of England (Controlled) Primary School

Rectory Road, Coleby, Lincoln, Lincolnshire LN5 0AJ

Inspection date: 28 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

This small rural school has a strong connection with its local community. Local authors, poets and the Royal Air Force all contribute to raising the aspirations of pupils. The school's motto reminds pupils that 'all things are possible'.

Pupils are proud of their school. They enjoy playing with friends and they feel safe. Pupils know that the school's values matter. Learning about, for example, friendship, responsibility, respect and cooperation helps them to develop their own character.

Pupils know that staff expect them to do well. They appreciate feeling valued and know that their views matter. Leaders want pupils to flourish and make a difference in the future. However, the personal development programme does not fully support leaders' vision for all pupils. Not all pupils are as well prepared for their next steps as they could be.

The school is calm, and the environment is welcoming for all. Pupils are polite and respect each other and adults. They behave well. Staff help to resolve any friendship issues quickly. Pupils say that when bullying happens, teachers deal with it.

Parents and carers are overwhelmingly positive about the school. One parent, typical of many, commented that, 'Children thrive here; the teachers are fantastic and supportive.'

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

Leaders know the strengths and weaknesses of the school. They have worked hard to improve the curriculum. Leaders have a strong ambition that every pupil, including those

with special educational needs and/or disabilities (SEND), should achieve the best they can. The well-designed curriculum supports this ambition. However, the curriculum is not delivered consistently well in all subjects. When this is the case, pupils do not build their knowledge as well as they should.

In mathematics and English, teachers' subject knowledge is strong. They think carefully about how to teach pupils new knowledge. Teachers check what pupils know by recapping at the start of every lesson. Teachers use this information to move pupils on to new learning quickly. Most pupils remember their learning in these subjects. This is not the same in other subjects. Teachers do not have the necessary skills and knowledge to adapt their teaching for classes that contain pupils from more than one year group. The different needs and abilities of these pupils are not always met.

There is a clear focus on reading, starting in the early years. Teachers make sure that pupils learn their letters and sounds in a logical way. They identify any pupils who need support to keep up. Leaders ensure that these pupils get the help they need. Pupils read books that match their knowledge of phonics. Pupils, including children in the early years, learn to read with confidence and fluency.

Leaders provide pupils with lots of opportunities to read. 'Buddy' reading gives Year 6 pupils the opportunity to read to and listen to younger pupils read. The reading areas in each classroom are inviting for pupils, who like choosing from the wide range of books available to them. Pupils enjoy exchanging books because it gives them more variety.

Leaders ensure that pupils with SEND have access to the full curriculum. Teachers adapt their teaching to support these pupils to achieve well.

Pupils are ready to learn and enjoy learning. There is very little low-level disruption in lessons. Teachers deal with any issues immediately so that pupils can get on with their learning. Children in the early years follow well-established routines. Teachers prepare them well for Year 1.

The personal development programme does not prepare pupils well enough for life in modern Britain. Pupils do not have a good enough understanding of families that are different to their own. They learn about different faiths and cultures, and about British values. However, pupils do not understand equality or diversity as well as they should. Leaders have started to deliver weekly 'picture news' to support pupils' understanding of the wider world. This is still in the early stages of development.

Pupils love attending the after-school clubs. The cookery, busy bees and extra-hard mathematics clubs support pupils' interests and talents. Members of the pupil council enjoy working together to raise money for charity.

Staff are proud to work at this school. However, they say their workload is high, because leaders do not prioritise well enough the areas that need to get better.

Most members of the local governing body are new to role. They are aware of what needs to improve. However, they do not have a good-enough understanding of their roles. They do not hold leaders to account sufficiently well for their work to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding pupils is a high priority for everyone. Leaders and staff know pupils and their families well. Staff are well trained. They know how to spot signs that pupils may be at risk of potential harm. Staff report any concerns immediately.

Leaders keep accurate records of safeguarding concerns and take appropriate actions. They work well with external organisations to ensure that pupils and their families get the support they need.

Pupils are aware of any safeguarding risks and learn how to keep themselves safe. They understand the importance of staying safe when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the implementation of the curriculum in the foundation subjects. In some of these subjects, pupils in mixed-age classes in key stage 2 all learn the same subject content. Teachers do not consistently adapt their teaching of these classes to consider what pupils across the different year groups have learned before and what they already know and can do as a result. Pupils do not build their knowledge in the subjects as well as they should. Leaders should ensure that staff have the necessary knowledge and skills to be able to teach the curriculum well in all subjects to all classes.
- Pupils' experiences of the wider curriculum do not support their personal development well enough. They do not gain a good enough understanding of different families, or equality and diversity. Leaders should ensure that pupils have regular opportunities to learn about the spiritual, moral, social and cultural aspects of learning and how to become a responsible citizen in modern Britain.
- Leaders do not prioritise well enough the work they, and staff, need to complete to bring about the necessary improvements. Leaders and staff experience high workloads as a result. Leaders and governors should ensure that they have a precise understanding of what needs to improve, and when, so that they can manage leaders' and staff's workload effectively.

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 second ungraded inspection since we judged the school to be good in March 2012.

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

Unique reference number	120517
Local authority	Lincolnshire
Inspection number	10227764
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair of governing body	Guy Glaves
Headteacher	Karen Espin
Website	www.coleby.lincs.sch.uk
Date of previous inspection	23 February 2017, under section 8 of the Education Act 2005

Information about this school

- A section 48 inspection of the school's religious character took place in June 2017.
- There is an after-school club managed by the local governing body.
- The school does not use the services of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 8 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the local authority locality lead and members of the local governing body, including the chair of governors.
- Inspectors did deep dives in the following subjects: reading, mathematics and geography. Inspectors met with subject leaders, teachers and groups of pupils. They visited lessons and looked at samples of pupils' work.

- The lead inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated leader for safeguarding.
- Inspectors considered responses to Ofsted's online parental survey, Parent View.
- Inspectors considered the views of staff gathered through meetings with groups of staff and responses to Ofsted's online questionnaire for school staff.
- Inspectors spoke to pupils in lessons and observed behaviour in lessons and during break and lunchtimes.
- Inspectors looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

Steven Barnes

Ofsted Inspector

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