

Inspection of Coit Primary School

Park Avenue, Chapeltown, Sheffield, South Yorkshire S35 1WH

Inspection dates: 27 and 28 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 nine years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. The school received an ungraded inspection under section 8 of the Act in October 2022. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils thrive at this school. There is a strong sense of community. Visitors are warmly welcomed. Pupils are proud of their school. Relationships between staff and pupils are supportive and caring. The school is a safe place for pupils and staff. Pupils play well together. Pupils understand the importance of kindness and mutual respect. Pupils' behaviour is exemplary.

The school has high expectations and aspirations for all children, including pupils with special educational needs and/or disabilities (SEND). The planned curriculum matches these ambitions. Pupils rise to the high standards set by the school. Parents and carers are very positive about the school. They recognise the caring ethos staff have for their children. One parent described the school as 'being a listening school'.

Pupils' attitudes to learning are exceptional. Pupils benefit from an extensive range of very high-quality personal development opportunities. For example, singing has a high profile across the school. Pupils gain performance skills and grow in confidence. Pupils take on leadership roles. The school encourages pupils to become 'champions of change'. Pupils learn how to contribute to decisions about their school. Pupils relish the fact that the school takes their views into account.

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

The school's curriculum is ambitious, exciting and engaging. In all subjects, the long- and medium-term plans are well structured. The early years curriculum prepares children extremely well for what they will learn in key stage 1. In most subjects, key learning is carefully matched to the work pupils do in lessons. In these subjects, pupils build on what they know securely. When this happens, pupils confidently connect what they have learned in one subject to another. However, in a small number of subjects, the implementation of the planned learning is not as effective as it needs to be.

The school ensures that every child becomes a reader. The focus on reading starts in the early years. Children in the early years enjoy daily story time. Children share books with each other in the classroom. Older pupils talk with enthusiasm about the texts they are reading in class. Pupils benefit from well-structured phonics lessons. Staff deliver phonics very effectively. The school ensures that pupils read books that are accurately matched to the letter sounds and words that pupils know. Pupils quickly become fluent and confident readers. Reading areas in classrooms are well used. Pupils enjoy choosing their own reading material.

The school has effective systems in place to check what pupils know and can do. When needed, pupils get the help they need to catch up. Pupils with SEND are well supported. The school adapts the curriculum to match pupils' needs. Pupils with SEND learn and achieve alongside their peers. The school ensures that pupils get the additional support they need. This includes extra help in lessons and support for

pupils' emotional well-being. The school rightly celebrates the progress pupils with SEND make.

Behaviour across school is exceptional. This grows from the early years, where children learn to work well together. Staff apply the school's behaviour expectations and routines consistently. The school helps pupils understand, and manage, their emotions. Pupils have very positive attitudes towards their learning. School attendance is high.

The school has an exceptional personal development offer for pupils. The support for pupils' personal development builds up steadily from the early years. Pupils learn the importance of being well-rounded individuals. Pupils are active citizens in school life. Some pupils, for example, are the school's 'eco-warriors', with responsibilities including helping with recycling in school. Other pupils play a part in the school's well-being initiatives. Pupils recognise the importance these roles have in school. Pupils contribute purposefully to many charities. These include the local food banks and children's charities. Pupils describe their work as making them feel 'valued and liberated'. Pupils recognise that everyone has the right to be treated equally. Pupils learn about fundamental British values. The school has a clear careers programme. Pupils link what they learn about careers to local industries. The school listens carefully to pupils' views. The school's extra-curricular clubs reflect pupils' interests.

Governors provide effective support and challenge to the school. They share the school's motivation and drive for excellence. There is a strong focus on developing teachers' subject knowledge. Leaders are considerate of staff well-being and workload. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the ambitious intent of the curriculum is not consistently implemented. This is limiting pupils' understanding of the key knowledge in these subjects and affecting pupils' ability to connect what they have learned to what they are going to learn. The school must ensure that the expectation and intent of all areas of the curriculum are implemented effectively and consistently so that pupils' understanding of key concepts and skills is equally strong across all subjects.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107060
Local authority	Sheffield
Inspection number	10289922
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Kevin Corke
Executive Headteacher	Joanne Eagleton
Website	www.coitprimary.co.uk
Dates of previous inspection	12 and 13 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of a federation with Ecclesfield Primary School. The executive headteacher leads Coit Primary School and Ecclesfield Primary School.
- The school offers a breakfast club.
- The school offers an on-site specially resourced provision for pupils with social and emotional needs. Pupils attend part time. This provision is offered to other schools within the locality. The school does not use any other alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and physical education. Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. They spoke to pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils at the early stages of reading with a familiar adult.
- Inspectors also looked at planning and met with leaders to discuss science and design and technology.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered views of parents in person and through responses to Ofsted's online survey, Ofsted Parent View. The views of staff were considered through the staff survey and through meetings. Pupils' views were considered through the pupil survey and through pupil meetings.
- Inspectors spoke with representatives from the governing body and the local authority.
- Inspectors observed pupils' behaviour in classes, at breakfast club and during breaks and at lunchtime.

Inspection team

Emma Watson, lead inspector

Ofsted Inspector

Emily Stevens

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
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