

Inspection of Coleby Church of England (Controlled) Primary School

Rectory Road, Coleby, Lincoln, Lincolnshire LN5 0AJ

Inspection dates: 30 April and 1 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Coleby Church of England Primary School is a small and welcoming school. One pupil echoed the views of many when he stated, 'This school is for everyone.' Parents and carers appreciate the nurture and care that pupils receive.

Pupils enjoy attending school. They state that they feel happy and safe. Most pupils demonstrate positive behaviour in classrooms and during social time. Older pupils enjoy supporting younger pupils. They act as reading buddies and ensure that no one is left out during social times. Pupils know that they can speak to an adult if they have any worries or concerns. Pupils do not benefit from a consistently good quality of education. They are not able to develop their knowledge across all subject areas.

Pupils benefit from a range of wider opportunities. This includes developing their leadership skills as members of the school council. They raise money for charitable causes. Pupils are respectful. They understand the importance of treating people from all backgrounds fairly. Pupils take part in science week, World Book Day and neuro-diversity week. The school organises visits which enhance pupils' social and cultural awareness including to the East Kirkby Museum, the pantomime and the schools' church festival. Older pupils enjoy a residential visit to Whitby.

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

New leaders at the school, including governors, have provided clear direction and stability after a period of turbulence. They have quickly identified what the school needs to do to improve.

The school's curriculum does not set out, for all subjects, the knowledge that pupils should learn and when they should learn it. As a result, pupils do not develop detailed knowledge of all of the subjects they study. The school has identified this as a priority and action is being taken to address these weaknesses. This has already resulted in improvements to the mathematics curriculum. There are carefully planned opportunities for pupils to revisit their learning. Pupils are able to talk confidently about their mathematical knowledge.

Teachers have secure subject knowledge. Some teachers model how pupils should think about their learning effectively. There are not yet clear systems in place to check what pupils have learned. Therefore, gaps in learning and misconceptions are not always identified. Pupils in mixed-age classes do not always benefit from work that builds on their prior learning. They are not consistently supported to connect their learning over time.

Reading is prioritised. Most staff teach the school's chosen phonics scheme well. They quickly identify pupils at the earlier stages of reading who need extra help and ensure that they do not fall behind. Pupils read a range of books and texts that match their reading ability. Some older pupils do not consistently benefit from the

additional guidance they need to help them improve the fluency of their reading. Pupils enjoy reading and some say they have been inspired to read more outside of school.

Children in the early years benefit from effective interactions with adults, which help them to develop their communication skills. The classroom and outdoor spaces have been designed to engage children. However, the early years curriculum does not yet set out precisely all of the important knowledge that children should learn. Parents do not receive enough information about their children's learning. The school is beginning to improve children's experiences in the early years setting.

The provision for pupils with special educational needs and/or disabilities (SEND) is improving. New leaders have identified the importance of clear and appropriate target setting for pupils with SEND. Some teachers do not yet adapt their lessons so that all pupils can build their knowledge. The school is in the process of training staff to adapt their teaching so that all pupils can achieve well across the curriculum.

Most pupils are focused and attentive in their lessons. They demonstrate a positive attitude to their learning. Staff provide effective support to the small number of pupils who struggle to manage their own behaviour.

Pupils understand the importance of keeping mentally and physically healthy. They know how to keep themselves safe. Pupils develop a secure understanding of the fundamental British values and the importance of equality. Pupils learn about faiths and beliefs that are different to their own. However, they cannot recall their learning about major world faiths.

New leaders have introduced systems to identify and address areas needing development. Clear plans are in place to improve the school. Staff at the school appreciate the support that they are receiving. They are proud to be members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum does not clearly identify the key knowledge and skills that pupils should learn across the foundation subjects, or in the early years. This means that in some subjects, pupils do not have secure knowledge to help prepare them for the next stages of their education. The school should ensure that the curriculum identifies the knowledge that pupils should learn in all subjects so that teachers can help pupils to build their knowledge.

- Pupils in mixed-age classes do not consistently receive work which builds on their prior learning. This means that they are not always able to develop understanding over time. The school should ensure that work provides opportunities for pupils in mixed-age classes to connect their learning and develop the complexity of their thinking.
- Across the school, checks on what pupils have learned are not precise enough. This means that gaps in pupils' knowledge are not always accurately identified or addressed. The school should ensure that there are clear systems in place for checking pupils' understanding so that any gaps in knowledge can be addressed.
- New leaders, including governors, have raised expectations. New systems, connected to the support for pupils with SEND and the implementation of the curriculum, have been introduced. Some of these systems are yet to have the full impact that leaders intend. The school must ensure that the work that has been started to improve the curriculum and pupils' experiences continues and that staff receive the necessary training to implement the changes effectively.

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	120517
Local authority	Lincolnshire
Inspection number	10324098
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	49
Appropriate authority	The governing body
Chair of governing body	Paul Brewster
Headteacher	Tracy Boulter (Interim acting headteacher)
Website	www.coleby.lincs.sch.uk
Date of previous inspection	28 February 2023, under section 8 of the Education Act 2005

Information about this school

- The interim acting headteacher has been supporting the school since December.
- The majority of the governing body started at the school during this academic year.
- The school does not use any 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.
- 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 carried out deep dives in reading, English, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and looked at samples of pupils' work for religious education and modern foreign languages
- Inspectors met with the interim acting headteacher, subject leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour and attendance and personal development.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school improvement plan and documentation relating to behaviour, attendance and governance.
- The lead inspector listened to a sample of pupils in Years 1, 2 and 3 reading aloud to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. She also spoke with representatives of the local authority and diocese.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of the Ofsted staff survey

Inspection team

Roxanne Fearn-Davies, lead inspector	His Majesty's Inspector
Mark Westmoreland	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024