

## Coningsby St Michael's CE Primary School

Inspection report

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<b>Unique Reference Number</b>	120567
<b>Local Authority</b>	LINCOLNSHIRE
<b>Inspection number</b>	291783
<b>Inspection dates</b>	14–15 May 2007
<b>Reporting inspector</b>	Ian Naylor

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Hobson
<b>Headteacher</b>	Mr Bryan Eade
<b>Date of previous school inspection</b>	15 October 2001
<b>School address</b>	School Lane Coningsby Lincoln Lincolnshire LN4 4SJ
<b>Telephone number</b>	01526 342312
<b>Fax number</b>	01526 345894

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## Introduction

The inspection was carried out by three Additional Inspectors over two days.

## Description of the school

Coningsby St Michael's is an average size primary school. Nearly half of all pupils have at least one parent posted to RAF Coningsby. There is very high pupil mobility. Two thirds of pupils who join the school in Reception do not complete their education at Coningsby. Children's attainment on entry to the Reception class is typical of children nationally. The attainment on entry of pupils who join the school at other times is also average. There are slightly more boys than girls. A lower than average number of pupils are known to be entitled to free school meals. There is a smaller than average number of pupils from ethnic minorities. An average proportion of pupils have learning difficulties or disabilities.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Coningsby St Michael's School is an effective school giving good value for money. Pupils achieve well and there is a friendly and welcoming atmosphere for pupils, especially those who are new to the school.

Children's attainment in the Foundation Stage is similar to children nationally and they make satisfactory progress reaching the expected levels at the end of the Reception year. Standards are consistently at the national average in Year 2 but they have been improving over the past three years in Year 6. Pupils attained above average standards in English and science and average in mathematics in 2006. Inspection findings indicate that pupils are on course to sustain this improvement in 2007.

Care, guidance and support are good. The school deals extremely well with the very high numbers of pupils who join and leave the school at different times. It provides these pupils and their families with very good support. The school effectively minimises the negative effect that changes of school initially have on some pupils' academic and social progress. At the same time the school manages to give equally valuable support to all the other pupils. Most parents are very supportive of the school. They feel their children are happy and make good progress and that behaviour is good because teaching boosts children's self confidence.

Pupils' personal development is good across the school. There are good relationships in school and pupils' behaviour and attitudes to learning have improved significantly since the last inspection and are now good. Pupils enjoy school, feel safe and know how to keep themselves fit and healthy. They make a useful contribution to their own and the wider community. In particular they are involved and are closely supported by the school's outstanding contacts with the local RAF base. Overall, pupils are well prepared for the next stage of their education and their future economic well-being. The curriculum is satisfactory and meets national guidelines. The school has responded well to parental requests by increasing the number of after school clubs but it does not provide a wide enough range of enrichment activities, for example in the arts.

Leadership and management, including governance are good. The headteacher's strong leadership has provided continuity and positive direction for all staff during a period of many personnel changes. With careful nurturing, in-service training and professional development, staff have responded well to the need to improve their teaching skills. Teaching and learning are now good. The headteacher has galvanised the active support of the governors and together with the help of the local authority they are making many much needed changes to the facilities and premises.

The school's self-evaluation is accurate but is largely undertaken by the headteacher. The lack of involvement of senior staff and some subject leaders limits the school in its ability to monitor and evaluate its performance using all available skills and knowledge. The issues from the last inspection have been satisfactorily addressed, particularly those related to improving standards and the behaviour of pupils. The guidance and drive provided by the headteacher and governors indicates that the school's capacity to improve is good.

### What the school should do to improve further

- Provide a wider range of opportunities and activities to enhance the curriculum even more.

- Extend responsibility for monitoring and evaluating the school's performance to subject leaders and middle managers.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. Children's attainment in the Foundation Stage is improving and is currently similar to children nationally. Despite their lower achievement in the Foundation Stage, boys have caught up by the end of Year 2, after which there is little difference between the achievement of boys and girls. Standards attained in reading, writing and mathematics by the end of Year 2 are average.

Standards at Key Stage 2 have improved since 2004. Results in the national tests rose in 2005 to an all time high and this improvement was consolidated in 2006. Standards were above average in English and science and average in mathematics. This pattern underlines the good progress that most pupils make from their starting points at Coningsby, a view endorsed by parents. Pupils are on course to reach similar standards this year. Those with learning difficulties and disabilities also make good and sometimes outstanding progress, especially in their social skills and self confidence. The school sets and meets realistic targets for pupil performance.

## **Personal development and well-being**

### **Grade: 2**

Pupils like coming to school and say that they enjoy learning and the opportunities the school gives them. This is reflected in attendance figures which are good. They understand what is special and important to them and get good opportunities to reflect on what they have learned. Pupils' spiritual, moral and social development is good. The school is working hard to extend pupils' cultural development, but the impact of this is still limited. Pupils have a good understanding of right and wrong. They play well together and demonstrate a clear sense of responsibility by following the school's safety procedures. Pupils rightly believe that they influence what happens at the school and the school council plays an active role in developing activities such as the play areas and a nature trail in the school grounds. Pupils clearly understand the importance of having a healthy lifestyle. Most try to adopt healthy eating habits and engage with the opportunities provided for sport. The good attitudes to learning, ability to work amicably together and standards attained in relation to basic skills show that pupils are well prepared for their future, especially in relation to their economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers have high expectations of the pupils and of themselves. Lessons are well planned and carefully organised to meet the needs of all pupils. The best lessons are imaginatively presented and clearly capture the interest of the pupils. Occasionally however, teachers spend too much time explaining matters and do not allow sufficient time for the pupils' independent learning. In mathematics and science, a consistent approach by teachers reinforces pupils' confidence. This allows pupils to try out ideas that do not always work, or ask questions when they do not understand something. Everyone works well together. Teachers and teaching assistants have good relationships with each other and with the pupils. Assessment procedures are comprehensive and accurate in English, mathematics

and science, and allow teachers to move pupils on in their learning by building effectively on what they already know.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and covers all the required subjects. The school promotes healthy lifestyles well, particularly physical activities. Approximately two thirds of pupils take part in the varied range of clubs and sporting activities, which add to their enjoyment of learning and to their personal, social and physical development. Suitable use is also made of visits and visitors to support learning. However, there is a lack of wider enriching experiences such as those for the arts. Pupils with learning difficulties or disabilities receive good support to integrate effectively into all aspects of school life. There are only limited opportunities for outdoor physical and creative development in the Foundation Stage.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good, a view endorsed by the pupils themselves. They value and respect the relationship they have with the adults in the school. Pupils are proud to be at the school, older pupils in particular speak enthusiastically about how their work is valued and praised by the staff. Teaching assistants are deployed very effectively and give good support to the development of individual pupils. Good attention is paid to the pupils' welfare. Child protection procedures are well established and applied thoughtfully. Guidance and support for pupils' academic progress is at least sound and indications are that this aspect of the school's work is improving. The school has developed useful systems to track the progress of all pupils in English, mathematics and science. It uses the information from a number of different assessments to check on, and then improve, the progress of individuals and groups of pupils. The procedures to check on absence are strictly enforced and parents and pupils understand that these help to ensure that they attend regularly. Highly effective information and support is given by the office administrators to families of pupils joining the school from the local RAF base.

## **Leadership and management**

### **Grade: 2**

The headteacher and chair of the governing body lead well by example. The headteacher has successfully used professional development opportunities to raise the quality of teaching and learning. This in turn has led to an improvement in standards attained by pupils. The dynamic and committed chair of governors, with support of the headteacher, has introduced wide ranging changes to the organisation and management of the governing body. This has led to increased efficiency and effectiveness for the various governor committees. The school's self evaluation is accurate and weaknesses in the curriculum and provision in the Foundation Stage have been correctly identified. However, the school's current process for self evaluation is heavily reliant on the headteacher. Therefore, the school is rightly rebuilding the senior leadership team and beginning to distribute leadership responsibility within this key group. Nevertheless, senior staff are not yet fully involved in monitoring and evaluating the school's performance and helping to set the agenda for improvement.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

16 May 2007

Dear Pupils

Inspection of Coningsby St Michael's Church of England Primary School, Coningsby, Lincolnshire, LN4 4SJ

Thank you very much for making me and my colleagues welcome when we visited your school recently. We very much appreciated being able to join you in some lessons and look at your work.

We think Year 6 were terrific in the way they got down to their SATs examinations.

You told us that you enjoy coming to school and that you make good progress with your work because teaching is good. We agree with you. This is why the standards in school are improving so well. We are impressed by the good progress in your personal development, and in the way you are becoming more self confident and learning about keeping yourselves safe, fit and healthy. We are particularly pleased by your good behaviour and the way that you attend school regularly.

We think that staff take good care of you and support you well in all that you do. The headteacher leads the school well and makes good plans to improve the school even more, with the help of all the staff, governors and parents.

There are two things which would improve your school even further.

- There could be a wider range of activities both in school and after school for you to take part in. This would help you to learn and make even better progress.
- Your headteacher, teachers and governors need to look even more closely at test results, what is happening in lessons and what is covered in the curriculum to make sure that your school continues to be a good school.

We wish Year 6 the best of success in their SATs results!

With best wishes for the future

Yours sincerely

Ian Naylor

(Lead Inspector)