

Coatham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	111672
Local Authority	Redcar and Cleveland
Inspection number	310656
Inspection dates	1–2 July 2008
Reporting inspector	Janet Bennett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	262
Appropriate authority	The governing body
Chair	Mr Les Banks
Headteacher	Mrs Sue Radcliffe
Date of previous school inspection	1 September 2004
School address	Coatham Road Redcar TS10 1QY
Telephone number	01642 486291
Fax number	01642 501166

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average. The proportions of children from minority ethnic backgrounds, those speaking English as an additional language, and those with learning difficulties and/or disabilities are below average. The proportion of pupils eligible for free school meals is above average. Care is provided before and after school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Coatham Church of England Voluntary Controlled Primary School makes satisfactory provision for its pupils. The good levels of care provided by staff are greatly appreciated by parents. The progress pupils make through the school is variable because teachers do not always plan work that is well matched to pupils' learning needs. Assessment information is not yet used consistently and effectively to set targets and raise achievement and standards. As a result, overall achievement is satisfactory even though pupils attain average standards by the end of Year 2 and Year 6. Pupils with learning difficulties and/or disabilities make satisfactory progress because appropriate support enables them to take a full part in lessons.

Teaching and learning are satisfactory. Although there are some good elements, the quality of teaching is inconsistent across the school. Where teaching is strong, the positive relationships that exist between staff and pupils contribute well to learning. Lessons build successfully on prior learning and enthusiastic teaching engages pupils in meaningful and enjoyable activities. Where marking is effective, it provides clear guidance which helps pupils to improve. However, this good practice is not consistent, therefore pupils do not always understand their next steps in learning.

The varied range of activities outside lessons is appreciated by pupils and parents. Links with the parish and local community, and effective partnerships with other schools and organisations, contribute well to pupils' enjoyment of learning and aid smooth transition into secondary education. There are good opportunities for pupils to learn about keeping safe and living healthy lives, and pupils enjoy the many opportunities to take part in sporting activities. Learners behave well and willingly take responsibility, showing empathy and support for others. The skills and attitudes pupils develop prepare them well for the next stage in their learning.

The school's self-evaluation and its leadership and management are satisfactory. The headteacher has accurately and clearly identified the school's main priorities for improvement and provides purposeful leadership. Action taken to raise achievement is beginning to improve rates of learning, particularly in Years 5 and 6. Satisfactory progress has been made since the time of the last inspection and the school has satisfactory capacity to further improve. However, action to extend the monitoring roles of senior staff has only just been introduced and pupils' progress remains variable. Monitoring of teaching is insufficiently rigorous to ensure that the increasing good practice is embedded across the school.

Effectiveness of the Foundation Stage

Grade: 2

The range of children's skills and knowledge on entry to Nursery is broad but overall they are below those typical for their age. Children settle well into the Nursery and quickly grow in confidence. They make good progress in the Foundation Stage, particularly in their social development, mathematical development and knowledge of the world. Careful observation and close working between the Nursery and Reception staff ensure that children's experiences are well matched to their interests and stages of development. As a result, children engage well in a wide range of activities that promote their exploration of the world around them. However, within some activities there is not enough challenge for more able children. By the time children enter Year 1, most have reached the nationally expected levels for their age.

Leadership and management are good. The Foundation Stage leader has been successful in establishing an effective team with clear roles and responsibilities. The contributions of all staff are valued. Staff work hard to build effective partnerships with parents who appreciate the high levels of care given to children.

What the school should do to improve further

- Improve the use of assessment information to set targets and raise achievement and standards.
- Extend monitoring to improve the consistency and quality of teaching and learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory. Although pupils reach average standards from starting points that are below those expected for their age, their progress is too variable through the school. Pupils with learning difficulties and/or disabilities and those from other vulnerable groups make satisfactory progress because appropriate support enables them to be fully involved in lessons.

Overall progress is satisfactory in Key Stage 1 and, by the end of Year 2, pupils attain standards which are broadly average. This picture was evident in the school's last nationally published results for this age. Rates of learning are stronger in Year 2 where work consistently builds well on prior learning.

In the 2007 national tests, the standards attained by Year 6 pupils were below average and the progress of some learners had not been good enough. Current achievement in Key Stage 2 is satisfactory. Standards at the end of Year 6 have improved and are now broadly average. Systems for tracking pupils' progress and providing support for individual learners are having a positive impact on rates of learning, particularly in Years 5 and 6, but this practice is not consistent across the school.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils are proud of their school and identify strongly with its aims and values. By the time they leave at the end of Year 6, they are confident and articulate individuals who show empathy and concern for others. Their social, moral, spiritual and cultural development is good, reflecting the religious ethos of the school. Pupils speak positively about the need to encourage 'Fair Trade', and they involved themselves enthusiastically in anti-racism activities as part of the 'Heartstone' project. Links with an overseas school provide pupils with a different view of the world and education. The attitudes and skills pupils develop prepare them well for the future.

Physical activity, during and after school is very popular, and pupils understand the need to make sensible choices about their diet. They behave well in lessons and around the school, encouraged by the good relationships between adults and pupils. They feel safe because staff care for them very well. The School Council is involved in decision making and pupils' views are valued. Pupils willingly provide support for others, for example older pupils act as 'Care Bears' to younger children at playtime, and all pupils contribute to charity events.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are some good elements, but inconsistencies exist across the school that detract from the overall effectiveness. Where teaching is good, relationships are strong and pupils are keen to work hard and do their best. Lessons are well planned and resources, including computer technology, are used well to enrich learning. Pupils say they enjoy their learning and teachers work conscientiously to engage their interest. For example, in a good Year 5 literacy lesson, pupils made good progress in preparing detailed descriptions of the lifestyle of a scullery maid because teaching was lively and expectations were high. Where teaching is less effective, teachers do not make sufficient use of assessment information to plan lessons that build upon pupils' prior learning. Where this is the case, the pace of learning slows and pupil engagement is less secure. Marking is supportive and encouraging. In the best examples, it clearly indicates how pupils can improve their work but this practice is not consistent across the school. As a result, pupils do not always know how to move on to the next step in their learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It meets statutory requirements and provides pupils with a range of experiences which they enjoy. For example, pupils talked excitedly about designing an Easter Garden for Christ Church Coatham. Personal, social, health and citizenship education contributes positively to pupils' behaviour and helps them to work and play happily together. However, because the curriculum does not consistently build well on prior learning, rates of progress are uneven across the school. The curriculum is enriched well through strong links with the local community. As a result, the school provides an interesting range of visits and visitors. These include visits out of school to Marrick Priory and Redcar Beach, as well as sports tuition. The opportunities for learning beyond the classroom are good and pupils are keen to attend the wide range of sporting and creative activities provided.

Care, guidance and support

Grade: 3

There are strengths in the good levels of care provided by staff, which are appreciated by parents. Arrangements for ensuring the health and safety of pupils are secure. There are good levels of supervision in the extensive outdoor play areas, and the school works hard to maintain satisfactory attendance and punctuality. Teachers and teaching assistants provide valuable support whenever needed and, as a result, pupils feel safe and secure in school. In addition, good links with external agencies benefit pupils' well-being. Teachers' guidance for pupils' academic achievement is satisfactory. Although some pupils are given clear targets which help them to improve, this practice is not consistent across the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has an accurate view of the main priorities for improvement and sets clear and purposeful direction for the school's work. For example, appropriate action is being taken to raise standards and achievement. This is having a positive impact on learning, particularly in the older classes in Key Stage 2 where expectations of pupils are higher. The success of the action taken indicates satisfactory capacity to secure further improvement. The headteacher has established sound systems for extending school self-evaluation to other senior leaders. However, current monitoring is insufficiently rigorous to ensure consistently good teaching across the school, therefore progress remains variable. Governors are supportive of staff and are becoming more involved in the school's life although their monitoring role is limited.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

¹ 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**

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B

Text from letter to pupils explaining the findings of the inspection

3 July 2008

Dear Pupils

Inspection of Coatham Church of England Voluntary Controlled Primary School, Redcar and Cleveland, TS10 1QY

Thank you for making us so welcome when we inspected your school recently. We really enjoyed spending time with you. You were very courteous towards us and obviously proud of your school. You told us that you feel safe in school and that staff look after you well. You have good relationships with the adults in school and we could see that this helps you to behave well.

We were impressed by the empathy and care that you show to others and your willingness to take responsibility, for example as school council members or as 'Care Bears' for younger pupils at playtime. We noted that you attend school regularly and try hard to be punctual. Keep up the good work.

You told us that you enjoy the after-school activities and take part in lots of sport. We were impressed with how well you understand the importance of a healthy diet. Well done.

Your school has satisfactory effectiveness overall. In some lessons, your teachers plan really exciting things for you to do which help you to learn new skills and make good progress, and they give you clear advice so that you know how to improve your work. We have asked your teachers to do this more often. You could play your part by thinking hard about the suggestions teachers make to see if you could make your work even better. We have asked the school to check how well this is happening so that your learning gets better and better in every lesson.

Continue to look after each other, to stay safe and healthy, and to enjoy your learning. We wish you great things for the future.

Yours sincerely

Janet Bennett

Lead inspector