

Great Coates Primary School

Inspection report

Unique Reference Number	117924
Local Authority	North East Lincolnshire
Inspection number	339100
Inspection dates	16–17 March 2010
Reporting inspector	Rajinder Harrison

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Mr Alan Willey
Headteacher	Mrs Sue Hawke
Date of previous school inspection	23 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, saw 10 teachers and spent approximately 14 hours evaluating the quality of teaching, learning and the curriculum. They held meetings with governors, staff, parents, groups of pupils and a representative from the local authority. They observed the school's work, and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits by the local authority. Inspectors analysed 31 questionnaires returned by parents.

- pupils' progress and particularly the progress of the more-able pupils in writing
- the quality of provision, particularly the quality of teaching and the curriculum
- the effectiveness of leaders and managers in monitoring pupils' achievement and driving school improvement
- the effectiveness of the school's promotion of community cohesion.

Information about the school

This school is larger than the average primary. Almost all pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is above average. Provision for the 71 children in the Early Years Foundation Stage is in the Nursery and Reception classes. The school has a Healthy School Award, the Basic Skills Quality Mark, and the Bronze Eco-School Award.

Staff turnover has been high since the school's last inspection. The headteacher and the assistant headteacher were appointed in September 2009 as was another member of the senior management team. Four teachers in the school are new to teaching in this academic year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' willingness to learn is reflected in their above average attendance and their good behaviour. However, pupils make inadequate progress because the overall quality of teaching is not good enough to ensure that they achieve as well as they should in all classes from Year 1 to Year 6.

Children's attainment on entry to the Early Years Foundation Stage is at the level expected at this age. Improved provision since the last inspection ensures children attain typically expected levels by the end of the Reception year. From here on, pupils' progress is too slow to ensure higher standards; more-able pupils, in particular, underachieve at both key stages. This is because too much teaching is inadequate, although good, lively and interesting teaching does exist. While overall attainment is broadly average, due to strengths in reading and science, current Year 6 pupils are generally working at standards below those expected for their age in mathematics and writing. In writing, pupils have too few opportunities to write at length independently. In mathematics, the level of challenge is not routinely high enough for the more-able pupils. Too much focus is often placed on completing tasks rather than accelerating learning. While assessments identify early where pupils fall behind their targets, teachers do not always use this information to match work to meet pupils' needs. In some lessons pupils frequently undertake the same tasks regardless of their ability and expectations are insufficiently high, particularly of the more-able pupils. Pupils' work reflects underachievement in a number of classes. Some marking is helpful but pupils' work is not always marked well enough for them to understand what they have done well and how to improve. Where teaching is satisfactory or better, learning is brisk and often fun because activities are engaging and teachers' questioning skillfully prompts pupils to think hard.

Enhanced by various enrichment activities, the curriculum is satisfactory. Improvements to link work across subjects is helping pupils make better sense of their learning and apply their literacy and numeracy skills in other subjects.

The headteacher, staff and governors provide a friendly, caring environment where pupils who face personal difficulties, and their families, feel well supported. All safeguarding procedures are met well. However, the school's self-evaluation is too

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optimistic. Monitoring of teaching and learning takes place but its impact on improving them is inadequate. Senior leaders have not done enough to address pupils' underachievement by tackling the weaknesses in teaching, and teachers are not held to account sufficiently for pupils' progress. The governing body, while supportive, has a limited role in monitoring and driving improvement and has not challenged the school sufficiently about pupils' achievement. The school has made little provision to promote community cohesion beyond the school and local community. Improvement since the last inspection is inadequate overall, although some aspects have changed for the better, including pupils' attendance. In the light of these significant shortcomings, leaders do not demonstrate the capacity to make the improvements required to raise standards and achievement.

What does the school need to do to improve further?

- Improve achievement and raise standards of attainment for all pupils, particularly writing and mathematics by:
 - - ensuring teachers use assessment information to support their planning and delivery of lessons
 - - making lessons challenging, particularly for the more-able pupils
 - - giving pupils more opportunities to write independently and at length
 - - marking work effectively so that pupils know how well they are doing and what they could do better.
- Ensure that leaders and managers take swift and effective action to improve provision, particularly teaching by:
 - - rigorously monitoring and developing the quality of teaching and learning to ensure both are at least consistently good
 - - holding teachers to account for the progress of all pupils in their classes
- Ensure that the governing body:
 - - monitors and evaluates the work of the school and holds staff to account for the standards achieved
 - - promotes community cohesion by extending the school's links with diverse communities locally, nationally and globally.

Outcomes for individuals and groups of pupils**4**

The overall standards pupils attain are broadly average and their personal attributes good. These factors help pupils' preparation for the next stage of their education to be satisfactory. However, pupils' overall achievement is inadequate because the rate of progress is too slow in too many lessons. Some staff expect too little, especially of the more-able pupils and too many pupils under-perform.

Pupils try hard. They behave well, listen attentively, settle to tasks promptly and work well with others. Most are eager and confident to answer questions and enjoy talking about their work. In the more lively lessons, teachers generate enthusiasm by giving pupils time to talk to each other to develop their ideas. For example, when exploring

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materials pupils might use to destroy castles, lively discussion generated enthusiasm as pupils considered wood and stone to 'really wreck it all to bits'. However, in too many activities, pupils have to listen for too long to uninspiring presentations and are insufficiently involved in discussions. As a result, by the time they move on to independent work, they are often unclear as to the purpose of the task. In these instances, while generally continuing to behave well, they lose interest, become inattentive and run out of time to complete work successfully. More-able pupils are particularly held back by the lack of challenge and often achieve little. Pupils progress well in reading because word-building skills are taught successfully. Progress in writing is slower because pupils have insufficient opportunities to write at length independently. Pupils who need help with their learning receive satisfactory support to participate fully in all activities and consequently learn satisfactorily.

Pupils form good relationships, are kind and help others. They are involved in fundraising and know it is important to care for others. They say that they feel safe at school because 'teachers look after us and if anyone is naughty they sort it straight away'. Most pupils like school, although a few say that their lessons are 'too easy or boring'. They are more enthusiastic about residential visits to Whitby and Hawes where they pursue exciting outdoor activities. Pupils know why it is important to eat healthily and take regular exercise. Many select healthy meal options, for example at the breakfast club, and attend various sports clubs. Pupils take responsibilities seriously. For example, the school council organises playground activities and the 'Job Squad' undertakes tasks to improve the environment. As proud recipients of the 'Grimsby in Bloom Award', pupils appreciate growing and recycling initiatives to 'save the planet'. Visits and visitors extend pupils' understanding of the wider world but pupils have a patchy view of the world beyond the local area. As one pupil said, 'We don't have many people from different countries here and don't really know what they live like'.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

In classes where lessons are satisfactory or better, teachers are generally successful in planning activities that hold pupils' interest and encourage them to think about their learning. Teachers give pupils time to discuss their ideas so that they are more confident in their answers. Brisk question and answer sessions keep pupils involved and lively elements, such as exploring sounds to read words, make learning fun. The better lessons are structured so that learning develops step-by-step, with teaching assistants working closely with specific pupils to ensure they participate confidently. However, too much of the teaching is not effective enough. While teachers use some strategies appropriately, they spend too long on presentations and do not involve pupils enough in discussions or ask them questions to assess their understanding. Teaching lacks pace and challenge in too many lessons and there is little reference to pupils' prior attainment, as all pupils are often given the same tasks. In these lessons more-able pupils often sit through presentations that fail to extend their learning and having quickly completed the tasks set, they have nothing to move on to. Occasionally, lengthy presentations leave pupils confused about what they have to do, so they achieve too little. While some marking is good, it is inconsistent and irregular. In some of the books seen, feedback to pupils fails to explain why their work is good or how they might improve it.

The curriculum plans for pupils to develop skills incrementally from year to year. Themes linking work across subjects are being introduced. Pupils have too few opportunities to work independently, particularly on extended writing tasks to increase their fluency and confidence in literacy. The teaching of French is popular and pupils enjoy this dimension of the curriculum. Visits and visitors enhance learning and a good programme supports pupils' personal development well.

Pastoral care arrangements are good. Parents are happy with the school and the way staff respond promptly if individuals need help. The learning mentor provides valuable support to pupils and parents. Effective partnerships with external agencies ensure, for example, that pupils with emotional needs receive the right support quickly. Parents who attend the workshops the school offers say these help them to support their children's learning at home. Efforts to raise attendance have been successful.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	4
	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school maintains good relations with parents and the local community. Staff work hard to involve parents in supporting their children's learning. Partnerships with others, for example local schools and other education providers, are satisfactory. The school knows its community well and pupils feel secure in this setting. However, school leaders are not doing enough to promote pupils' experience and understanding of diverse communities further afield in this country and abroad.

The school lacks ambition in its drive to improve pupils' attainment. It has not tackled effectively the equality issue raised in the last inspection report regarding the attainment of more-able pupils. The school does not promote equality of opportunity satisfactorily. Since the last inspection, standards have declined at Key Stage 1 and pupils in Year 6 are currently working at levels below those expected for their age in writing and mathematics. Leaders and managers have not taken the rigorous action required to raise the performance of pupils and teachers because the school's monitoring fails to identify the significant weaknesses in teaching. This has resulted in continued underachievement among the more-able pupils and a decline in the quality of teaching. All teachers have had relevant guidance to help develop their practice, but this has not had the necessary impact on improving provision. Leaders are not doing enough to hold teachers to account regarding the progress of pupils in each class. At the time of the inspection, child protection procedures met requirements and were understood clearly and implemented by all staff. In addition, the governing body keeps a careful check to ensure that safeguarding procedures are secure and robust. However, it has not questioned or challenged sufficiently pupils' achievement as they progress through the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	4
	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Following recent improvements in leadership and management, provision has improved and is now satisfactory. Children adjust to school routines well because the arrangements to introduce them to school are effective. Good partnerships with parents and carers ensure children's welfare needs are met well, particularly for any who need specific help. Children are happy at school because they feel cared for and valued. They behave well, form good relationships and settle to tasks quickly because staff guide them well in these aspects of learning. The children try hard and work well with others, particularly enjoying the much improved outside area where activities extend their independence well. Classrooms are attractive and well organised, enticing children to try activities confidently. Their independence develops further as they busy themselves by registering their 'free choices,' when not working with staff. Activities such as going on a 'word hunt' promote their word building skills well and add fun to their learning.

Staff plan a satisfactory range of activities with an appropriate balance between those led by adults and those that children choose for themselves. Planning is satisfactory with teachers beginning to use assessments of what children can already do to plan what they should do next. Children work well in adult-led sessions where learning is generally stronger. Appropriate checks are made to ensure that children try everything that is planned for them across all areas of learning. The emphasis given to literacy and numeracy prepares children satisfactorily for work in Year 1. The school's assessments show that while children's social, physical and creative skills are on track to be above average by the end of the Reception year, their skills in literacy and numeracy are broadly average. The school has identified that improving the accuracy of assessments is a priority to ensure that children of all abilities are suitably challenged so that they make better progress.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers are very supportive of the school. A few made written comments to indicate their satisfaction by saying, for example, 'it is a happy, caring place'; 'staff are helpful'; 'their children make good progress'; and that 'the clubs and activities are good'. A few parents raised concerns about pupils' behaviour and stated their children did not enjoy school. During the inspection, inspectors found pupils' behaviour to be good, with occasional incidents of misbehaviour dealt with promptly. Some parents stated that they feel their child's pupils' progress is too slow. Inspectors judge that pupils are not always challenged enough and that some could do more challenging work in order to improve their rate of progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Great Coates Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	42	12	39	6	19	0	0
The school keeps my child safe	17	55	12	39	1	3	1	3
The school informs me about my child's progress	16	52	13	42	1	3	0	0
My child is making enough progress at this school	13	42	15	48	3	10	0	0
The teaching is good at this school	13	42	15	48	2	6	1	3
The school helps me to support my child's learning	11	35	18	58	0	0	2	6
The school helps my child to have a healthy lifestyle	8	26	21	68	2	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	23	21	68	1	3	0	0
The school meets my child's particular needs	9	29	19	61	2	6	1	3
The school deals effectively with unacceptable behaviour	8	26	14	45	6	19	2	6
The school takes account of my suggestions and concerns	5	16	22	71	2	6	1	3
The school is led and managed effectively	11	35	16	52	3	10	1	3
Overall, I am happy with my child's experience at this school	11	35	18	58	0	0	2	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 March 2010

Dear Pupils

Inspection of Great Coates Primary School, Grimsby, DN37 9EN

You may remember that three inspectors visited your school recently. Thank you for making us welcome and for being so friendly and polite. I am writing to tell you what we found out. We enjoyed talking with you. You explained how you like being at school and playing with your friends. You said that you like your teachers because they help you if you have problems. You said you particularly like the many trips you go on and especially going to Whitby and Hawes. We were very impressed that you won an award for your 'garden in a wheelbarrow' and that you like gardening. We hope you continue to enjoy all these interesting activities.

Some things, like the way you try hard and behave well in lessons, are good. However, we judged that your school is not helping each of you to learn as well as you could and so we have placed it in 'special measures'. This means that the school needs extra help to improve so that it provides a good education for all of you. We have asked the headteacher, other staff and governors to do a number of things to improve the school. These are to:

- help you achieve higher standards, particularly in writing and mathematics, by giving you more challenging work, and especially for those of you who learn new things more quickly, building on what you can already do and giving you more time to write independently
- make sure that the adults who lead and manage your school keep a closer check on things, especially on how well you achieve in every class
- make sure school leaders do more to help you understand how other communities differ from, or are similar to, yours.

These improvements need to happen as quickly as possible. Inspectors will come back regularly to check on the progress your school is making.

Thank you once again for helping the inspectors.

Yours sincerely,

Mrs Rajinder Harrison

Lead Inspector

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