

# Littlecoates Primary School

## Inspection report

---

<b>Unique Reference Number</b>	117964
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	339109
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Andrew Clark

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Evelyn Fryer
<b>Headteacher</b>	Mrs Tracey Roberts
<b>Date of previous school inspection</b>	9 September 2006
<b>School address</b>	Harlow Street Grimsby Lincolnshire DN31 2QX
<b>Telephone number</b>	01472 354601
<b>Fax number</b>	01472 242515
<b>Email address</b>	head@lp.tlfe.org

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 November 2009
<b>Inspection number</b>	339109

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 39 questionnaires from parents as well as a sample of questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the skills children start school with and the progress they make through the Early Years Foundation Stage
- the progress pupils make in writing, especially the more-able
- how well the curriculum meets the needs of pupils of all abilities and backgrounds.

## Information about the school

This school is smaller than average. The percentage of pupils eligible for a free school meal is well above average. The majority of pupils are from White British backgrounds. A small number of pupils are from Eastern European families and some are at an early stage of learning English as an additional language. The percentage of pupils identified with special educational needs and/or disabilities is well above average. The Early Years Foundation Stage consists of a Nursery and a Reception class. The school has achieved an Active Mark award.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Littlecoates Primary is an outstanding school. It takes excellent care of its pupils who all achieve well because of the innovative, exciting curriculum and good quality of teaching. In particular, those with special educational needs and/or disabilities make outstanding progress. The dynamic drive of the headteacher and her deputy leads to high staff morale and very effective partnership with parents and carers. 'You really couldn't ask for a better school to get the best from your child. The improvement in the last few years has been immense,' is one comment that reflected many parents' views.

The children get off to an excellent start in the Early Years Foundation Stage. Throughout the school pupils of all abilities make at least good progress from generally low starting points and leave in Year 6 with average standards. Teachers make excellent use of rigorous assessment procedures to set challenging targets for pupils, leading to rapidly increasing rates of progress. Although pupils achieve well in all subjects, standards of writing are not as high as those for mathematics and science which are above average.

Pupils' spiritual, moral, social and cultural development is outstanding. As a result, pupils are inquisitive, enthusiastic and self-aware. They make an outstanding contribution to their community through roles such as playground leaders and school councillors, and through their commitment to many charities. Pupils feel very safe and well cared for, and are confident that there is always someone to turn to if they need support. The pupils' participation in healthy lifestyles is good. They take good advantage of nourishing school meals and participate in a wide range of sporting activities. Their behaviour is outstanding and they are polite and considerate to others.

Pupils' achievement and personal development has improved well since the last inspection. The senior leadership team leads by example and procedures for monitoring and improving the quality of teaching are outstanding. Staff, pupils and parents contribute to sharply focused self-evaluation and priorities for development are accurate and achievable. This has resulted in continuous improvement despite many staff changes. Community cohesion is good and parents particularly welcome the many training opportunities the school provides. The school takes a leading role within the local authority in developing several aspects of provision in other schools such as assessment and planning process. This has had a particularly positive impact on the school's provision in the Early Years Foundation Stage and in ensuring that the most vulnerable pupils achieve very well. Equality of opportunity is outstanding as a result. The school is consistently making headway in addressing any weaknesses and has an outstanding capacity to continue to improve.

**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

## What does the school need to do to improve further?

- Raise standards of pupils' writing to those of other subjects by speeding up the implementation of the priorities already identified in the school development plan.

### Outcomes for individuals and groups of pupils

**1**

The inspection team fully agrees with the positive views pupils have of the school. Pupils thoroughly enjoy their time at school and work hard in lessons. They work well individually and collaboratively. Their outstanding behaviour and above average attendance make an excellent contribution to their learning. All groups of pupils make at least good progress, because they receive good quality teaching and the strong, caring ethos helps them develop very positive attitudes to learning. This is a good improvement since the last inspection, and there are many key strengths as follows.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

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

**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

The quality of teaching is good overall and sometimes outstanding. Features of most lessons included:

- outstanding lesson planning for the next steps of learning built upon very precise assessments of pupils' achievement
- excellent classroom management creating a very positive and academic learning environment
- lessons that are fun, brought to life through role-play, the use of a wide range of ICT, competitions and games
- skilled questioning by adults to deepen pupils' understanding and help them consolidate their ideas
- high expectations for pupils to organise and improve their own work
- teachers and teaching assistants working closely together to ensure pupils of all abilities are fully included and progress well.

Very occasionally, pupils work too slowly because the teacher does not explain the main points clearly enough or does not intervene soon enough to ensure pupils know how to succeed. The curriculum is outstanding because pupils contribute to its planning and organisation and take a high level of responsibility for reaching the next stages in their learning. From the very start of the school term, pupils participate in a range of exciting activities to promote their personal development and breadth of experiences. The work is practical and challenging and enriched by several visits and visitors. Several classes work together on a common theme such as World War 2, which makes learning in all subjects meaningful. The curriculum is exceptionally well planned, interlinking a wide range of subject areas to promote all aspects of learning. The promotion of pupils' social and emotional learning is a strength of the school and contributes significantly to the progress of all pupils, especially the most vulnerable. The school makes good use of specialist teachers to enrich learning and help pupils reach high standards in many areas such as dance and modern foreign languages. ICT is used very well throughout the school, especially for communication skills.

Pupils receive outstanding care and support and this strong, fully inclusive ethos makes a significant contribution to successful learning. It is built on very strong and well planned policies which are consistently and imaginatively applied. The welfare of all pupils, especially the most vulnerable, is paramount and staff are rigorous and persistent in ensuring high levels of care. Very good partnerships with Education Welfare, Behavioural Support Units, the school's learning mentor and many other agencies promote high standards of care which are appreciated by parents.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>

**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

<b>The effectiveness of care, guidance and support</b>	<b>1</b>
--	----------

## How effective are leadership and management?

Leaders and managers are very ambitious for the school and its pupils. They have created a very safe and secure learning environment in which pupils enjoy their education. The school is incisive and thorough in monitoring the success of new initiatives and ensuring all pupils benefit. This has had a good impact on driving up standards for all groups of pupils. Safeguarding systems and procedures are thorough and have a high priority in school. Efficient systems are in place to manage the security and health and safety of pupils and adults. There are clear roles and responsibilities for all staff and governors. All agencies work together to safeguard and protect pupils and to respond to any concerns. Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated. The school's effectiveness in promoting equality of opportunity is seen in the increased success of pupils with a gift or talent as well as those who need support in their learning. The school is fully inclusive and has an excellent track record of ensuring that less able and vulnerable pupils succeed. The promotion of community cohesion is good and the school makes a good contribution to the local and wider communities. It uses the curriculum well to broaden pupils' horizons about other cultures and lifestyles. However, links with other schools in different cultural and economic circumstances are at an early stage of development. Governors provide good support and challenge. They fulfil all their statutory duties effectively and ensure that the school is well resourced. Governors have made a particularly good contribution to pupils' personal development through leading the development of community cohesion and pupils' enterprise schemes.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<p><b>The effectiveness with which the school deploys resources to achieve value for money</b></p>	<p><b>1</b></p>

## Early Years Foundation Stage

When they start school children's ability levels are well below those expected for their age. They get off to a flying start in their learning, and develop a real thirst for learning, because:

- home visits and very effective information for parents help children make the best possible start in Nursery
- the exceptional quality of assessment and planning procedures ensure the best possible progress in all areas of learning
- adult-led group sessions are very keenly focused on moving children on in their learning
- children greatly enjoy exploring the wide range of stimulating learning activities both indoors and outside
- staff skilfully intervene to boost children's self-esteem, support their language development and get them thinking
- excellent welfare arrangements and very positive relationships ensure children feel very safe and secure, and settle extremely quickly
- the highly committed staff team are constantly seeking how to improve the provision further.

As a result of excellent leadership, children grow in confidence and make very rapid progress and they are clearly very proud of their accomplishments.

*These are the grades for the Early Years Foundation Stage*

<p><b>Overall effectiveness of the Early Years Foundation Stage</b></p>	<p><b>1</b></p>
<p>Taking into account:</p>	
<p>Outcomes for children in the Early Years Foundation Stage</p>	<p>1</p>
<p>The quality of provision in the Early Years Foundation Stage</p>	<p>1</p>
<p>The effectiveness of leadership and management of the Early Years Foundation Stage</p>	<p>1</p>

## Views of parents and carers

Parents and carers are very supportive of the school. They value the opportunities to be involved in their children's learning and feel well informed about the progress they make. They feel that the school is very safe and levels of care are high. 'The school never fails to excel,' is typical of the views they expressed on questionnaires. They feel teachers are approachable and the quality of teaching is good. The inspection team agrees with the views expressed.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Littlecoates 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 inspector received 39 completed questionnaires by the end of the on-site inspection. In total, there are 129 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	68	11	32	0	0	0	0
The school keeps my child safe	25	74	9	26	0	0	0	0
The school informs me about my child's progress	22	65	12	35	0	0	0	0
My child is making enough progress at this school	21	62	11	32	1	3	0	0
The teaching is good at this school	21	62	12	35	1	3	0	0
The school helps me to support my child's learning	18	53	12	35	1	3	0	0
The school helps my child to have a healthy lifestyle	19	56	15	44	0	0	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)	18	53	15	44	0	0	0	0
The school meets my child's particular needs	20	59	12	35	1	3	0	0
The school deals effectively with unacceptable behaviour	19	56	13	38	2	6	0	0
The school takes account of my suggestions and concerns	17	50	15	44	0	0	0	0
The school is led and managed effectively	17	50	17	50	0	0	0	0
Overall, I am happy with my child's experience at this school	21	62	12	35	0	0	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



6 November 2009

Dear Pupils

Inspection of Littlecoates Primary School, Grimsby, DN31 2QX

Thank you for the warm welcome you gave me and my colleagues when we visited your school recently. It was a pleasure to hear about the many exciting activities you do at school and how much you appreciate the good things the adults do for you.

I thought you might like to know what we found out about your school.

- Littlecoates Primary is an outstanding school.
- You enjoy your school and feel your lessons are fun.
- You get off to an outstanding start in Nursery and Reception.
- You work very hard in your lessons and make good progress. You do well in all subjects but standards in mathematics and science are a little better than in writing
- You feel very safe and the care, guidance, and support you receive are excellent.
- The quality of teaching is consistently good and you are given lots of fun things to do to help you learn.
- You told us that your work is always interesting and you study many exciting topics. You are right to be very proud of the exciting dance work we saw and the many good uses you make of computers and digital cameras.
- The leadership of the headteacher and all her staff is excellent and they ensure you get the best from your time in school.

Your governors, teachers and the staff are always working hard to make the school even better. To help them with the next stages, I have asked them to focus on helping you do even better in your written work.

You can help by continuing to work hard and enjoying your lessons.

I wish you every success in all you do in the future.

Yours sincerely

Mr Andrew Clark

Lead Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**