

Coatham Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	111672
Local Authority	Redcar and Cleveland
Inspection number	356962
Inspection dates	16–17 May 2011
Reporting inspector	Moira Fitzpatrick

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 of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Mr Les Banks
Headteacher	Mrs Sue Radcliffe
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons taught by eight teachers and three teaching assistants were observed. Meetings were held with the headteacher, staff, pupils, members of the governing body and parents and carers. Inspectors observed the school's work and looked at documentation, including the school's improvement plan, attainment and tracking data and safeguarding procedures. The responses in the 50 questionnaires returned by parents and carers, 18 completed by staff and 98 from pupils, were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's judgement of good progress for pupils.
- The strengths that have developed in provision since the previous inspection to support good progress.
- How well all staff and the governing body contribute to school improvement.

Information about the school

The school is of average size for a primary school. The vast majority of pupils are of White British heritage and no pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is above average and there are currently no pupils with a statement of special educational needs. The school has gained a number of awards including Healthy School status, the Activemark and the Gold Travel Plan 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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Some aspects of its work are outstanding, while others are rapidly improving under the excellent leadership of the headteacher. A love of learning is strikingly evident in all classrooms, where high-quality displays of pupils' work capture attention. This vividly confirms the school's belief that 'Children are at the heart of all we do.' Pupils feel safe and happy in school and their excellent behaviour ensures that lessons flow smoothly and time is well used for learning. Pupils' contribution to their own and the local community is outstanding, involving pupils of all ages in identifying what can be done to improve the quality of people's lives. Care, guidance and support are outstanding because they are tailored to meet pupils' individual needs. A good curriculum, which is developing well in response to pupils' needs and interests, provides a good foundation for their learning and does much to motivate them to work hard and succeed. The school has rightly identified that forming links with schools and communities in other parts of Britain and overseas, to improve pupils' knowledge and understanding of diversity and difference, is a priority. Inspection evidence confirms this is an area for development.

Pupils' achievement is good and their attainment is above average. Attainment in reading is usually higher than that in writing, and in many year groups almost all pupils reach the level expected for their age in the subject. The school recognises the need to narrow the gap between these aspects of literacy and improving writing is a priority this year. Pupils make good progress because teaching is good and sometimes outstanding. Pupils who are at risk of becoming vulnerable and those with special educational needs and/or disabilities make excellent progress in their learning. Teachers have high expectations of pupils and lessons ensure that learning is fun and enjoyable. Good assessment of pupils' learning helps teachers plan work that closely matches pupils' needs so they are challenged and enjoy success.

The school's good capacity for improvement is clearly evident. Leadership and management are good and all staff now have a role in improving the school. This has led to significant improvements to the quality of teaching, the curriculum and pupils' attainment since the previous inspection. There has been excellent improvement to the provision for care, guidance and support. Self-evaluation is accurate and findings are acted upon promptly so that the school is continually moving forward.

What does the school need to do to improve further?

- Improve pupils' attainment in writing so that it matches that in reading, by ensuring the most effective practice in teaching writing is shared and adopted in every class so that all pupils benefit.

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- Improve pupils' knowledge and understanding of difference and diversity in society, by developing links with other communities both in Britain and overseas.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and all that it has to offer. Pupils work hard in lessons, because they are keen to do well and please their teachers. They relish learning with a partner or independently, and are fired with enthusiasm when they work on practical activities to discover new learning for themselves. Year 6 pupils' research into aspects of Australian heritage showed them working extremely well together, accelerating their learning very well as a consequence.

Pupils make good progress overall, from their below-average starting points in the nursery. Pupils who have special educational needs and/or disabilities make excellent progress, because their needs are identified early. Individual support is very well tailored to their needs so that they are able to overcome barriers to their learning. By Year 6, pupils' attainment is above average and their achievement is good. Inspection evidence shows that pupils' attainment in reading is higher than it is in writing in most classes. Where pupils have frequent opportunities to refine their writing, for example, in Year 6 this is not so. Standards in art and design are notably high throughout the school.

Pupils' excellent behaviour makes a powerful contribution in lessons; time is very well used and pupils show good support and consideration for each other. This creates a happy environment in which all can flourish. Pupils say they feel safe in school because they have been taught to understand risks and trust teachers to look after them. They are keen supporters of a healthy lifestyle and take plenty of vigorous exercise. For example, younger pupils begin each day with Wake up! Shake up! in the school hall.

Pupils have an excellent sense of citizenship. They willingly take on responsibilities to help the school run smoothly. Pupils' contribution to the local community is extensive and valued by local residents. The active and well-organised school parliament is constantly finding ways of improving the school further. The school recognises the need for pupils to learn more about other communities and traditions in other parts of Britain and across the world to strengthen their understanding of differences between communities. These good qualities, which contribute to their good spiritual, moral, social and cultural development, prepare pupils well for the future and the challenges of the next stage in education.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

There are examples of excellent teaching in all phases of the school. Teachers have good subject knowledge, which allows them to prepare lessons that meet the needs of all groups and provide interesting and motivating ways of learning. They make very good use of varied and exciting resources. In the best lessons, skilful questioning gives the teacher a clear picture of how well pupils' understanding is developing and where there are misconceptions. For example, in a Year 2 writing lesson, the teacher's skilful questioning helped pupils to increase their understanding and move to the next level in their work. Close teamwork between teachers and teaching assistants ensures that pupils benefit from good support in lessons. Teachers' regular and accurate assessments of pupils' learning and progress are well used to provide the correct level of challenge for all pupils so that learning is always brisk. There are some excellent examples of high-quality marking and feedback to pupils to help them improve their work, though this is not yet as consistent as other aspects of teaching.

The school is developing an imaginative and creative curriculum to meet the needs and interests of all pupils. Regular surveys of pupils' views inform areas for improvement. Pupils' comments show that they enjoy their learning and particularly value the enrichment activities. There is a wide range of extra-curricular activities which attract a very high proportion of pupils to after-school clubs. The curriculum is well tailored to meet

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the needs of all pupils, so that they acquire key skills and knowledge at a good rate and have a good understanding of how to stay safe and healthy.

Outstanding care, guidance and support provide the strong foundation which enables pupils to learn well and to develop confidence and independence. Staff know pupils and their families very well and are constantly updating their knowledge of pupils through regular assessments and observations of their development. They are quick to spot any additional needs or slowing of progress and take prompt and effective action where it is needed. Support for pupils whose circumstances might make them vulnerable is outstanding. Teaching assistants have been well trained to help pupils overcome any barriers by providing well-tailored programmes to develop pupils' key skills very effectively.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Visionary leadership by the headteacher has inspired staff, pupils and the governing body. With their enthusiastic support, she has translated this vision into effective action. A common sense of purpose and increasing ambition are evident and staff morale is high. The development of leadership roles and responsibilities across all staff has led to a better understanding of how everyone can contribute to school improvement. The school has developed robust tracking systems to measure pupils' progress and to monitor the quality of provision since the previous inspection. Senior staff have played a key role in sharing good practice and supporting staff to improve their performance.

The effectiveness of the governing body is good. Members are well informed about the work of the school so they are able to challenge and support it well. Safeguarding procedures are good and ensure that pupils and staff are safe and secure on site. The school promotes equal opportunities well through a range of strategies and tackles discrimination well. Racist incidents are rare and dealt with effectively. Community cohesion is well promoted, especially in the local community and through links with the church. The school recognises the need to provide pupils with more first-hand opportunities to learn about the wider world and different communities.

The school makes good links with parents and carers and a range of external partners to support and extend pupils' learning. Links with local schools provide good range of learning opportunities for pupils and help to prepare them well for the next stage of learning.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children's good learning and strong sense of well-being are rooted in the high quality care and support they receive. Children start in the Nursery class with skills below those typical for their age, especially in communication, language and literacy. They make good progress and most reach the expected goals by the time they move into Year 1, though some weaknesses in literacy remain. Staff have a good knowledge of children's learning and development through frequent and astute observations. They make good use of this information to plan activities that tempt and excite children to want to find out for themselves. This develops children's confidence and independence for learning, which in turn helps them to learn more quickly and securely. Children quickly develop good personal qualities by learning to take turns and share toys, so that by the time they are in the Reception class they are able to work together very well and help each other with tasks which accelerate their learning. Teaching is good and some is outstanding. Staff plan very well to accommodate the needs of all children in the Nursery and Reception classes. Teamwork is very good, ensuring that the best use is made of staff skills to maximise children's learning. A good example of this was an outstanding letters and sounds lesson, where four staff were very well deployed to get the best from children and move their learning forward at a brisk rate. Good leadership and management are ensuring that provision is developing rapidly and that the best use is made of individual staff expertise.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. They are sure that their children are safe and happy at school. They have high levels of trust in staff and find teachers, 'very approachable and always ready to listen.' They are also very confident that their children are making good progress in their learning and personal development. Inspection evidence supports these positive views of parents and carers and this is reflected in the report. There were scarcely any negative comments about the school and of the very few received there was no clear pattern to suggest any widespread concern.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coatham Church of England Voluntary Controlled 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	64	16	32	1	2	0	0
The school keeps my child safe	32	64	16	32	0	0	0	0
My school informs me about my child's progress	34	68	12	24	1	2	0	0
My child is making enough progress at this school	33	66	14	28	1	2	0	0
The teaching is good at this school	35	70	13	26	0	0	0	0
The school helps me to support my child's learning	30	60	17	34	1	2	0	0
The school helps my child to have a healthy lifestyle	33	66	14	28	1	2	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)	32	64	15	30	2	4	0	0
The school meets my child's particular needs	29	58	17	34	1	2	0	0
The school deals effectively with unacceptable behaviour	30	60	16	32	2	4	0	0
The school takes account of my suggestions and concerns	30	60	16	32	1	2	0	0
The school is led and managed effectively	28	56	18	36	1	2	0	0
Overall, I am happy with my child's experience at this school	36	72	12	24	1	2	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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 May 2011

Dear Pupils

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

Thank you all for the very friendly welcome you gave us when we inspected your school recently. You certainly made our visit very enjoyable with your excellent behaviour, caring ways and hard work in lessons. We are pleased to tell you that your school is a good one and that some of its work is outstanding. One of the outstanding things is the way that you all help to look after the school and local communities and raise funds to help others. Well done! Another outstanding thing is the way staff look after you and support you so that you can all learn well and feel safe and happy in school.

Teaching in your school is good and some of it is excellent. Everyone seems to love learning, which is why you make good progress and reach above-average standards. It is no wonder teachers and your parents and carers are so proud of you! We noticed that you usually do better in reading than in writing so we have asked the school to help you to improve your writing by sharing the best ways of teaching it for everyone's benefit. The curriculum is also good and we know that you have a chance to say what you would like to learn about so that teachers can keep on developing this. One of the things your school is keen to do, and we agree it is a good idea, is to help you learn more about other communities and traditions in other parts of Britain and across the world by making links with other children so that you can exchange ideas and understand differences in your way of life.

Your headteacher, staff and the governing body have worked very cleverly since the school was last inspected; they have made many improvements and have more planned. You can all help by being as caring and well behaved as you are now, because that makes everyone feel safe and happy and able to do their best.

Good wishes to all at Coatham Primary for the future.

Yours sincerely

Moira Fitzpatrick

Lead inspector

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