

# Coit Primary School

## Inspection report

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<b>Unique Reference Number</b>	107060
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377522
<b>Inspection dates</b>	10–11 November 2011
<b>Reporting inspector</b>	Declan McCarthy

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Clayton
<b>Headteacher</b>	Joanne Eagleton
<b>Date of previous school inspection</b>	11 February 2009
<b>School address</b>	Park Avenue Chapelton Sheffield S35 1WH
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## Introduction

This inspection was carried out by three additional inspectors. They observed eight lessons taught by seven teachers. Meetings were held with nine parents and carers, a small group of pupils, three members of the governing body and staff. Inspectors observed the school's work, and looked at the school's documentation, including policies and procedures to promote the welfare and safety of pupils, the school development plan, systems for recording and tracking progress and samples of pupils' work. Inspectors scrutinised questionnaires returned from staff, pupils and 107 parents and carers.

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

- The achievement of different groups of pupils throughout the school to determine whether assessment is used to match tasks to various learning needs.
- The impact of the links with outside professionals on the learning and well-being of pupils identified with special educational needs and/or disabilities and those whose circumstances make them potentially vulnerable.
- The extent to which middle leaders monitor the impact of teaching on pupils' learning and achievement.

## Information about the school

This average-size primary school serves the local community. Nearly all pupils are White British. Very few pupils speak English as an additional language. A below average number of pupils are known to be eligible for free school meals. The proportion of pupils identified with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. Since the last inspection, there have been significant changes in the teaching staff and strengthening of the senior leadership team with the recent appointment of an assistant headteacher. The accommodation has been refurbished with a new library area and computer suite. The school has been re-accredited with Healthy School status. It has also achieved the Quality in Study Support award for providing opportunities to extend learning. The school has very recently taken over the running of a breakfast club from a private provider as part of its extended provision.

**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

Coit Primary is a good school. It is rapidly improving since its last inspection as it has moved from satisfactory to at least good in all aspects of its work. Outstanding care, guidance and support and excellent promotion of safeguarding have resulted in consistently above average attendance in recent years, rapid improvements in behaviour and pupils' excellent understanding of staying safe. Pupils who have fallen behind in their learning make rapid progress as a result of excellent support within intervention groups. The school's good links with parents and carers are reflected in the mainly positive responses in their questionnaire returns. Typically, one wrote, 'My child really enjoys the school and loves learning. The teachers are fantastic and make learning enjoyable. It is a lovely school with a strong family atmosphere.'

Children in the Early Years Foundation Stage get off to a good start in the Reception class and make good progress in all areas of learning from their broadly average starting points. This good progress continues at Key Stages 1 and 2 so, by the end of Year 6, pupils reach above average levels of attainment. Pupils' learning and progress as seen in lessons is good because good teaching ensures that learning and behaviour are managed well. Overall, the achievement of all groups of pupils is good because assessment is generally used well to promote learning and progress. Occasionally, the information about pupils' prior learning is not used consistently to provide feedback for the oldest pupils in lessons and in marking on how well they are doing against National Curriculum sub-levels. Nearly all pupils identified with special educational needs and/or disabilities make at least good progress and sometimes outstanding progress in learning. On very few occasions this is limited because recording of small gains in progress for those few pupils who are below the National Curriculum levels is not yet in place. Pupils' personal development, including their behaviour, is good and has a positive impact on learning and progress. The strong emphasis on sporting activities and the promotion of healthy eating ensures that pupils have an excellent understanding of staying healthy. The wide range of after-school clubs within the good curriculum has a positive impact on pupils' excellent enjoyment.

Strong leadership by the headteacher with excellent support from senior leaders has led to good use of accurate self-evaluation to raise achievement. Good improvements in all aspects of the school's work have been based on the rigorous monitoring of teaching by senior leaders. As a result, weaknesses in the quality of teaching have been systematically addressed. However, middle leaders have not fully developed

their skills in monitoring and evaluating the impact of the quality of teaching and use of assessment on learning. Governance is good because members of the governing body ensure that statutory requirements, particularly in relation to safeguarding, are met and hold the school to account for its work. These factors demonstrate the school has a good capacity for further improvement.

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

- Ensure consistency in the use of assessment by:
  - setting targets in the sub-levels of the National Curriculum for pupils in Years 5 and 6, which are referred to in marking and during feedback on learning in lessons
  - developing records of progress in very small incremental steps for those pupils with special educational needs and/or disabilities who are working below the National Curriculum levels of attainment.
  
- Strengthen the role of middle leaders by:
  - sharpening their skills in monitoring the impact of teaching on pupils' learning and progress within their subjects
  - ensuring they use their knowledge of pupils' prior learning more systematically to raise the achievement of all groups of pupils.

## Outcomes for individuals and groups of pupils

2
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Attainment has been steadily rising since the last inspection, and for the past three years it has been consistently above average. Achievement is good and all groups of pupils almost always achieve equally well because good use is nearly always made of assessment to support learning. Good learning and progress were seen in most lessons, where pupils focused on their tasks listened carefully to their teachers and followed instructions. For example, in a literacy lesson, pupils made good use of connectives and sentence openers to enliven their writing. This was as a result of good use of resources including the interactive whiteboard and good encouragement for them to speak in whole sentences. There are no significant differences in the achievement of boys and girls or different groups of pupils. Almost all pupils with special educational needs and/or disabilities make at least good progress and sometimes outstanding progress because good support is provided for their learning.

Pupils behave well throughout the school and this is reflected in a sharp reduction in fixed-term exclusions in recent years. Pupils' above-average attendance and their above-average attainment prepare them well for transfer to secondary school. Pupils say they feel very safe in school and were seen to adopt safe practices throughout the school. They make a good contribution to the school in helping other pupils as peer mediators and through the active school council. This good contribution extends to the wider community through, for example, their involvement in supporting the homeless through the Sheffield Cathedral Projects, their participation in tree planting in local parks and their links with an orphanage in Malawi, where they raised funds to provide a water pump. Pupils' spiritual, moral, social and cultural development is

good. They develop confidence and increase their self-esteem as they move through the school and have a strong sense of moral development and very good relationships with others. They appreciate and celebrate diversity through enriched experiences such as 'Japanese Day' and their visit to a Hindu Temple.

*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>	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	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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>2</b>

## How effective is the provision?

Teachers' good subject knowledge and high expectations for learning and behaviour ensure pupils acquire new skills quickly, behave well in lessons and try hard. Lessons are usually brisk and lively and teachers provide an interesting range of activities with a good balance between whole-class work, small group work, learning in pairs and independent learning. Teachers mostly use assessment well to match work to pupils' different levels of ability and to set clear individual targets so that pupils know how to improve their work. Very occasionally this is not the case, so that a few pupils are not always sure how to improve their learning. Although older pupils know what level they are expected to achieve, they are not sure of the incremental steps they could achieve within each level of the National Curriculum. Occasionally, tasks are not matched well enough to pupils with special educational needs and/or disabilities because systems to assess prior learning in very small steps, for the few pupils who are performing below the National Curriculum levels, are not fully in place. Teaching assistants provide good support for learning in lessons, particularly in group work where they guide and challenge pupils learning through precise questioning and a strong focus on explaining key words.

The curriculum is well organised, imaginative and relevant to the needs of pupils. It incorporates wide-ranging opportunities to enrich learning through after-school clubs, such as the Lego and dance clubs, visits by artists and musicians and visitors, for example, a Sheffield Wednesday Football Association coach, to the school. As a result, pupils thoroughly enjoy school and develop an excellent understanding of keeping fit through vigorous exercise. Literacy, numeracy and computer skills are promoted well in different subjects and the strong emphasis on personal, social and

<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

health education ensures good personal development. A wide range of intervention is provided which enables pupils who have fallen behind to quickly catch up with learning, although the curriculum has yet to have a full impact in raising achievement for all pupils.

Staff provide excellent role models for behaviour so that pupils behave well and those with more challenging behaviour make rapid progress in settling down to learning. Staff provide outstanding pastoral care with high levels of supervision throughout the school day. As a result, pupils feel very safe and secure in school. Very good links with outside professionals, such as the autism outreach service, the educational psychologist and health professionals ensure that pupils whose circumstances make them potentially vulnerable and those with special educational needs and/or disabilities make good progress as they move through the school. Attendance is promoted extremely well, which is reflected in consistently above-average rates of attendance and good links with parents and carers.

*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	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The school has developed a strong leadership team under the excellent leadership of the headteacher. All staff share the same vision and drive for school improvement. Senior leaders have been instrumental in eliminating weaknesses in teaching since the previous inspection and middle leaders are beginning to develop their roles in evaluating the impact of teaching and the use of assessment on learning and progress within their subjects.

Members of the governing body visit the school regularly to hold it to account for its work. They ensure policies and procedures are regularly reviewed and that all statutory requirements are met. The school is effective in tackling discrimination and promotes equality of opportunity well, as reflected in the good achievement of all groups of pupils. The outstanding promotion of safeguarding is reflected in the adoption of best practice in the rigorous vetting procedures for all staff and visitors and that safeguarding permeates all aspects of the school's work, including the curriculum. The school has evaluated the impact of its action plan to promote community cohesion well so that pupils have a good understanding and appreciation of diversity locally, nationally and globally. Good links with parents and carers are reflected in the high take-up of workshop opportunities within the school, such as those to support their child's reading. Good partnerships with other schools and within the community have a positive impact on learning and well-being. The school uses its resources well to provide good value for money by ensuring good outcomes for pupils.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children settle into their routines quickly on entry to the Reception class. Children have good relationships with each other and with adults. They greatly enjoy role play and show curiosity about the world around them, as seen when they planted bulbs. All adults support children's welfare and safety extremely well and as a result, children always feel very safe. The good balance of teacher-directed and child-initiated activities stimulates learning so that children make appropriate choices between indoor and outdoor learning activities and are able to share activities as well as work and play independently. Staff emphasise the development of language and communication and social interaction skills through a wide range of learning opportunities, which have a positive impact on learning and progress. Good relationships and communication with parents and carers, together with good record keeping, ensure that staff share information on their child's progress effectively. Good leadership ensures strong teamwork amongst staff to meet all children's learning and welfare requirements.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2

**Views of parents and carers**

A high proportion of parents and carers returned completed questionnaires. They expressed mainly positive views about the school. Nearly all agreed that their child enjoys school, that the school keeps their child safe, that teaching is good, the school helps their child to have a healthy lifestyle and their child is well prepared for the future. Most parents and carers are happy with their child's experience at the school and feel that the school helps them to support their child's learning and keeps them informed about their child's progress. A few parents and carers raised a number of concerns including: how well behaviour was managed; the extent to

which the school takes account of their suggestions and concerns; the progress their child is making and the ability of the school to meet their child's needs. These were brought to the attention of the headteacher. Inspection findings show that the school has made good improvement in all aspects of its work since the last inspection as a result of good leadership, with particular strengths in the promotion of safeguarding and the care it provides for its pupils.

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

Ofsted invited all the registered parents and carers of pupils registered at Coit 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	56	44	41	2	2	1	1
The school keeps my child safe	64	60	42	39	1	1	0	0
The school informs me about my child's progress	49	46	51	48	7	7	0	0
My child is making enough progress at this school	42	39	50	47	13	12	2	2
The teaching is good at this school	50	47	52	49	2	2	0	0
The school helps me to support my child's learning	43	40	54	50	5	5	3	3
The school helps my child to have a healthy lifestyle	49	46	53	50	2	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)	40	37	60	56	3	3	0	0
The school meets my child's particular needs	40	37	54	50	9	8	2	2
The school deals effectively with unacceptable behaviour	35	33	54	50	15	14	2	2
The school takes account of my suggestions and concerns	32	30	57	53	14	13	2	2
The school is led and managed effectively	42	39	50	47	3	3	8	7
Overall, I am happy with my child's experience at this school	46	43	52	49	7	7	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><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 pupils' 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.**



14 November 2011

Dear Pupils

### **Inspection of Coit Primary School, Sheffield, S35 1WH**

Thank you for making us feel so welcome when we inspected your school recently. We were very impressed with the good progress you are all making and your good behaviour and relationships with each other. Thank you for telling us about your school. We agree with you that it is a good school. You make good progress in your lessons because teaching is good. You stay extremely safe because the school safeguards you extremely well and takes excellent care of you. You told us how much you enjoy school and we could see how you have an excellent understanding of how to lead healthy lifestyles. You also make a good contribution to your school and the wider community. Your school is well run by the headteacher and staff who maintain good links with your parents and carers. We have suggested two things to improve your school further.

- Make sure that staff always inform you of how well you are doing and how you can improve your work further.
- Ensure that teachers with wider responsibilities check how teaching and assessment in different subjects help you to improve your learning.

You all can help by continuing to try your best.

Our best wishes for the future.

Yours sincerely,

Declan McCarthy  
Lead Inspector

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