

# Coxley Primary School

Harters Hill Lane, Coxley, Wells, BA5 1RD

**Inspection dates** 19–20 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- In 2012 all pupils leaving Year 6 reached at least the standards expected nationally in both English and mathematics. In these subjects all pupils make at least the progress expected of them during Years 3 to 6 and in English a high proportion make further progress. Pupils learn to read quickly and they also have good skills of learning without adult help. All groups of pupils, such as those known to be eligible for the pupil premium, achieve equally well.
- Teaching is consistently at least good. Teachers have high expectations of pupils and design tasks that interest and challenge them. They intervene quickly to help those making slower progress because they use assessment well to identify this. Teaching assistants are effective, especially when working with small groups of pupils.
- Pupils behave very well both in and out of lessons. They report that there is virtually no bullying and are confident to seek adult help. They have a very good understanding of issues such as cyberbullying and road safety. Older pupils enjoy helping the younger ones and there are plenty of opportunities for them to take on such responsibilities. Pupils attend well and are always punctual to school and to lessons.
- There has been a great deal of improvement since the last inspection because senior leaders have an excellent understanding of the school's strengths and weaknesses and take effective action to improve teachers' performance. The governing body has a very good understanding of its role in monitoring performance and challenging senior leaders to improve the school further.

### It is not yet an outstanding school because

- As senior leaders recognise, pupils' progress in mathematics, while good, does not match the rapid rate achieved in English. This is because pupils have too few opportunities to solve challenging mathematical problems and the marking of work does not always show the pupil how it can be improved.

## Information about this inspection

- The inspector observed six lessons taught by two teachers. He made briefer observations of other activities, such as an assembly, and heard some Year 2 pupils reading. Most of these activities were conducted jointly with the headteacher. The inspector held meetings with staff, a group of pupils, members of the governing body and a group of parents. He had a telephone conversation with an external consultant speaking on behalf of the local authority.
- The inspector reviewed documentation including that relating to pupils' progress and achievement, their safety, and the school's evaluation of its own improvement. The responses of staff to a questionnaire were analysed. Five parents submitted their views on Parent View, but this was too small a number for the inspector to see the results. Three parents made comments on the school by telephone and the inspector studied further evidence of the views of parents.

## Inspection team

Paul Sadler, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This primary school is of much smaller than average size and serves a number of small villages.
- The proportion of disabled pupils and those with special educational needs supported by school action, at just over 20%, is above average, while the proportion supported by school action plus or with statements of special educational needs is below average at less than 5%. These pupils mostly have moderate learning difficulties.
- The proportion of pupils known to be eligible for the pupil premium, at around 15%, is somewhat below average. The pupil premium provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children of families in the armed services.
- While the great majority of pupils are White British, the proportion of Romany heritage is above average.
- In February 2011, Her Majesty's Inspector visited the school to check on the progress made since the last inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' progress in mathematics to match that already found in English by:
  - increasing opportunities for pupils to solve challenging mathematical problems
  - ensuring that teachers' marking always makes clear how pupils' work might be improved.

## Inspection judgements

### The achievement of pupils is good

- The good levels of achievement of all pupils in a range of subjects including English and mathematics represent a considerable improvement over the last few years, particularly since the last inspection in 2009.
- Children start school with skills and knowledge broadly as expected for their age. In Reception, they quickly start to learn letters and their sounds and move on to reading simple books. Pupils continue to make very good progress with their reading in Years 1 and 2 and by the end of Year 6 are reading a wide range of fiction and non-fiction texts.
- Pupils make equally good progress with their writing. By Year 3, they can write at length using correct spelling and punctuation and by Year 6 they write in a range of styles, often with great sensitivity. Drama is used well to develop literacy skills, for example pupils in Years 5 and 6 wrote and acted playlets based on 'Oliver Twist'. The challenging nature of such work ensures that many pupils make greater progress in English than would normally be expected.
- In mathematics, pupils make steadily good progress. They have plenty of opportunities to apply their skills, such as in calculations involving money, but fewer opportunities to solve really challenging, open-ended problems that develop their skills to the highest levels.
- Pupils develop very good skills of working independently and in groups. In Years 1 and 2, they identified and recorded items of electrical equipment in the classroom and as seen on a film. They discussed safe use of the equipment and knew, for example, that metal parts were more likely to be hot than plastic parts. A teaching assistant showed Reception pupils how to use an electric toaster correctly and safely; their understanding of the safety aspects developed very quickly.
- Pupils have good skills when using information and communication technology (ICT) and especially enjoy using the recently purchased tablet computers. Pupils in Years 1 and 2 used these to play a spelling game and were adept at using 'touch-screen' technology.
- All groups of pupils achieve equally well. The pupil premium and other resources are used well to give extra help and in 2012 the average attainment of those in Years 2 and 6 eligible for the pupil premium, shown in their average points scores, was higher than that of other pupils. Other groups who nationally make slower progress, such as pupils of Romany heritage or those who are disabled or have special educational needs, also make equally good progress, reflecting the school's strong commitment to equality of opportunity.

### The quality of teaching is good

- Teachers are responsible for classes in which pupils have a very wide range of ages and abilities. They plan well to meet this wide range of needs. Skilled teaching assistants often work with groups of pupils of similar age or ability. Other strategies, such as pairing Year 6 and Year 3 pupils when preparing a presentation on the stages of Queen Victoria's life, are also used very effectively.
- Reading is taught very well, with teachers and their assistants having a good understanding of how to teach letters and their sounds with precision and pace. When pupils are ready to read texts, staff check their understanding and introduce pupils to punctuation. Older pupils are encouraged to read widely. Parents have opportunities to work with teachers and their children on 'Inspire' days that enable them to understand how to help their children learn to read, and to support them in other areas of the curriculum such as the use of ICT.
- Teachers have a good knowledge of pupils' progress and ensure they receive additional help when needed. They are alert to their differing needs, for example when questioning pupils. They are aware of which pupils are entitled to most additional support and ensure they receive it, although not to the exclusion of others. They ensure that tasks are challenging, although there are insufficient highly challenging problems for pupils to solve in mathematics. Teachers are

effective in developing the skills of ICT, both for their own use and by pupils.

- The marking of work is very effective in English, where much work is annotated to show pupils how to improve it. Pupils are required to respond to show they have taken the guidance on board. This approach has only recently been introduced when marking work in mathematics and its impact on accelerating progress is less evident.

### **The behaviour and safety of pupils are outstanding**

- Pupils learn and play very well together, as is seen in the lively yet orderly conversation in the dining room. They are polite to each other and to adults and help each other to learn, demonstrating the school's success in fostering good relationships. They especially enjoy activities that involve the whole school, such as when learning to sing.
- Pupils say there is 'no bullying' although as in all schools there are occasional occurrences. These are recorded by the school, which show that there have been very few serious behavioural incidents over a long period. Pupils are confident that they can talk to an adult who would sort out any problems quickly and fairly, showing that any form of discrimination would not be tolerated.
- Pupils have an excellent understanding of the dangers of different forms of bullying and are aware of issues concerning their personal safety, such as when using the internet or cycling around local country lanes.
- Pupils respond very quickly to adults' instructions, so no time is wasted when learning. They collaborate with each other happily, unconcerned about which other pupil or pupils they have been asked to work with. Pupils also enjoy taking on a range of responsibilities such as team captain and, especially, opportunities to work and play with others of different ages. These are examples of pupils' very good social and moral development.
- School leaders have rightly emphasised the importance of high attendance to pupils and parents. As a result, persistent absence and the taking of family holidays in term-time have both reduced. Pupils are keen to come to school and are always punctual when this is under their own control.

### **The leadership and management are outstanding**

- Under the leadership of the very effective headteacher appointed shortly after the last inspection, the weaknesses identified at that time have been successfully tackled and resolved and an ambitious vision developed for the school, which is shared by the governing body and staff. Further weaknesses, including the relatively less good progress of pupils in mathematics, have also been identified and are being tackled. Overall, these actions have led to continuation of the rapid improvement noted by Her Majesty's Inspector in February 2011, and demonstrate the scope for this to continue further.
- Robust and appropriate action has been taken both to improve the quality of teaching and to reduce staff costs in order to ensure the school's future viability. Teachers' performance is checked regularly and appropriate training is provided to tackle any areas of weakness.
- Data concerning pupils' progress and other aspects of the school's performance are analysed rigorously, in particular to identify pupils capable of making more rapid progress and give them the help they need to do so. This includes the progress of groups of pupils, such as those with special educational needs and those of Romany heritage, and has led to all pupils making equally good progress.
- The curriculum is strengthened by opportunities for creative development such as art, music and drama and by many educational visits. Pupils' spiritual and cultural development has developed very well since the last inspection when it was in some respects inadequate, notably through very active links with schools in Kenya and India.
- The group of parents who met with the inspector reported a high level of satisfaction with the school, especially concerning recent improvements. Their opinions are supported by surveys of parental views carried out by the school. Parents say they would like to see Year 2 pupils better

prepared for their move to the next class and school leaders have recognised this and are tackling it. Concerns about the school raised by a very few parents were investigated and no evidence was found to support their viewpoints.

- The local authority knows the school's strengths and weaknesses well and has enabled high quality support which has been reduced appropriately as improvements have bedded in.

■ **The governance of the school:**

- Governors have a very good understanding of the school. They regularly review performance data and know how this compares with the national picture. They challenge senior leaders to improve the school and help them to do so, for example by reducing surplus staff numbers. They check appropriately on teachers' performance and the quality of teaching, and have developed a policy linking this to pay. They check that resources allocated to the school for a specific purpose, such as the pupil premium, are being used as intended and are having a positive impact on pupils' progress. They meet their duty to keep pupils safe, for example by ensuring that staff and governors are trained appropriately in child protection and the safe recruitment of staff. In summary, the governing body is a dynamic and well-informed group who have made a considerable contribution to the rapid improvements taking place in the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	123641
<b>Local authority</b>	Somerset
<b>Inspection number</b>	402184

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Nurse
<b>Headteacher</b>	Jane Hesketh-Williams
<b>Date of previous school inspection</b>	7–8 October 2009
<b>Telephone number</b>	01749 672719
<b>Fax number</b>	01749 679582
<b>Email address</b>	office@coxley.somerset.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
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 2013

