

Coaley Church of England Primary School

The Street, Coaley, Dursley, GL11 5EB

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils are making good progress and are achieving well in all year groups, particularly in reading.
- There have been rapid improvements in the progress pupils are making in writing and mathematics in the last couple of years because of initiatives to raise standards in these subjects.
- The quality of teaching is consistently good. Teachers mostly plan particularly well for the range of ages and abilities in their classes.
- Skilled teaching assistants aid the progress of pupils, particularly the children of Reception age, disabled pupils and those who have special educational needs.
- Pupils' behaviour is good and pupils feel safe in school. Pupils' behaviour at playtimes is particularly good.
- Weaknesses identified by the headteacher have been addressed robustly and some previous underachievement has been rectified. In this drive for improvement, the headteacher has received very good support from the governors.
- Teaching is monitored rigorously and strategies are in place to improve its quality further.

It is not yet an outstanding school because

- Pupils' ability to apply their mathematical knowledge and skills and relate mathematics to practical situations are underdeveloped.
- There are occasions when pupils are not encouraged enough to learn independently and rare instances of work being too challenging for some pupils.

Information about this inspection

- The inspector visited 11 lessons. Two of the observations were carried out jointly with the headteacher.
- The inspector held meetings with leaders and managers, staff, pupils and the Chair of the Governing Body and the chair of the governing body's finance committee. He also met with a representative of the local authority.
- The inspector met informally with parents and carers at the beginning and end of the school day and analysed the results of the 19 responses to Parent View, the Ofsted on-line survey.
- The inspector observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, including those relevant to keeping pupils safe.
- The inspector evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Full report

Information about this school

- Coaley Church of England Primary School is a much smaller than the average-sized primary school. Pupils are grouped into three classes, one for Reception and Years 1 and 2, one for Years 3 and 4 and one for Years 5 and 6.
- The proportion of pupils eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is broadly average. There are currently no children in the school in the care of the local authority.
- There are very few pupils from minority ethnic groups and none speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion supported at school action plus or who has a statement of special educational needs is also broadly average.
- The proportion of pupils leaving or joining the school at times other than the normal leaving or joining points is much lower than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school has had significant staffing changes in the last couple of years. Two of the three teachers were new to the school in September 2012.
- A community-run playgroup uses facilities on the school site, but is not managed by the school and will be inspected separately.

What does the school need to do to improve further?

- Improve pupils' mathematics by providing more opportunities for them to apply their mathematical knowledge and skills and relate them to practical situations.
- Improve the quality of teaching so that more of it is outstanding by ensuring that teachers:
 - give pupils more opportunities to work independently and take decisions about their learning for themselves
 - provide work for pupils that always matches their needs and abilities accurately.

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement has been improving in recent years after a significant dip a couple of years ago and pupils are now achieving well.
- Pupils at the top end of the school are now reaching above-average standards in English and mathematics. This represents good progress from their performance in Year 2 when their attainment was in line with the national average.
- Although pupils do well in mathematics overall, a few of their mathematical skills remain under developed. For instance, they do not apply their number skills as well as they might and they do not have sufficient opportunities to relate mathematics to real-life situations or use practical materials.
- All pupils attained the expected level in the 2012 national phonics (linking letters and sounds) screening check in Year 1 and a majority of them achieved full marks. Standards in reading are above average by the time pupils leave. Pupils enjoy their reading but do not read particularly broadly.
- Children make good progress in the Reception Year and this good progress continues in Years 1 and 2.
- Thorough plans are in place for disabled pupils and those who have special educational needs and these pupils make the same progress as their classmates as they are very well supported, particularly by skilled teaching assistants.
- The pupil premium funding is used well to support individual pupils. There were not enough of these pupils in 2012 to comment on their attainment compared with their classmates. However, they make similar progress to other pupils.

The quality of teaching

is good

- Teaching has improved in recent years and is now consistently good.
- Teachers mostly plan particularly well to meet the needs of the wide range of ages and abilities in their classes. For instance, several occasions were observed when the teacher provided work for the majority of the pupils and targeted input for one particular, identified group. The teacher then successfully moved from group to group providing the teaching focus that was needed. This carefully-focused approach is clearly helping pupils' good progress.
- Work provided for pupils is usually challenging. As a pupil said, teachers 'push you and push you until you get to where you can'. However, very occasionally, the work is too difficult and pupils struggle to get started. In some instances teachers have a 'plan B' with easier work at the ready, but this is not always the case.
- A further strength of teaching is marking and pupils said that this helps them to improve. An especially valuable aspect is that pupils are given time at the start of each lesson to read teachers' marking and to respond to it, for example by doing corrections or adding a sentence or two to their writing.
- The skilled teaching assistants are deployed effectively, particularly, but not exclusively, to aid the learning of disabled pupils and those who have special educational needs. A teaching assistant also plays a valuable role in the learning of children of Reception age, enabling them to enjoy a curriculum that is appropriate to their needs.
- Although the small classes enable more individual attention, they mean that there are occasions when pupils' learning is too structured and pupils are not given sufficient independence to learn for themselves or to make decisions about how they are going to record their work.
- Pupils said that the targets set by teachers for their next steps in learning help them to improve and that they enjoy achieving a target and moving on to the next one.

The behaviour and safety of pupils are good

- The behaviour of pupils was observed to be good and pupils said that this was typical. Pupils' behaviour in the playground and at breaks was observed to be particularly good, with older pupils being very considerate to younger ones and often playing with them. Parents and carers, staff and governors agreed that pupils' behaviour is good.
- Although behaviour in lessons is generally good, there are times when pupils do not work as enthusiastically as they might when they are struggling to understand.
- Pupils and their parents and carers agreed that pupils are safe in school. Pupils have a good understanding of risks that exist around the school and how they can minimize them.
- Pupils said that incidences of bullying are rare, minor and dealt with extremely well when reported. They have a good understanding of different types of bullying. However, pupils' awareness of the dangers of using the internet is less well developed.
- Pupils are aware of the problems of discrimination. Links have been established with a more culturally diverse school not too far away so that pupils can meet and work with pupils from different backgrounds.
- Pupils' rates of attendance are improving and are now average.

The leadership and management are good

- The headteacher, when she arrived at the school three years ago, quickly analysed its strengths and weaknesses. Good plans were put in place to address the identified weaknesses and, as a consequence, the quality of teaching and pupils' achievement improved and some areas of underachievement were successfully tackled. These improvements were achieved with the full support of the governing body and valuable input from the local authority.
- The members of the new staff team have quickly understood the improvements still needed and have worked hard to play their part.
- The management of teachers' performance has been used well to support and extend teachers' skills. There is a strong and active group of local schools that provides staff development, which has been used well. However, there remain weaknesses in teaching and in pupils' performance in mathematics.
- A determination to provide equality of opportunity is central to the school's ethos and this is demonstrated in the way that pupils are prepared for their futures. For instance, the close links with a larger local school have provided good opportunities for pupils to engage with a wider social circle.
- Provision for pupils' spiritual, moral, social and cultural development is exceptionally strong. Pupils are provided with excellent opportunities to reflect on moral and social issues and the pupils' melodious singing at the end of assemblies was a truly spiritual experience.
- The school has fostered very good relationships with parents and carers who, as the on-line questionnaire revealed, are almost universally supportive and positive about all aspects of the school.
- Funds are managed very carefully. For instance, this careful management has allowed the school to group the pupils into three classes, so that teaching groups are always small. Effective management is also demonstrated in the way that the funds provided for pupils eligible for the pupil premium are very carefully used and focused on the needs of these pupils and are effective in improving their progress.
- The curriculum provides well for the needs of the pupils. Pupils said that they particularly enjoy the topics that are studied and that whole days are given over to art and design and technology, so that they can complete a project at one go, rather than having to keep returning to it.
- Safeguarding procedures are thorough and pupils are kept safe.
- **The governance of the school:**
 - Although governance is seen as an area for development in the school, the governing body is a strong group, carrying out its role very effectively. Governors are acutely aware of the

strengths and weaknesses of the school and have offered very strong support to management within the school in the drive to improve. Their knowledge is based on first-hand experience as they are regular visitors to the school and each of these visits has a clear focus. Governors know how good teaching is and how the management of teachers' performance has been used effectively to reward good teaching. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium, and they receive and understand good information on the progress that pupils are making. This has been aided by one of the governors who was instrumental in setting up a system to monitor pupils' progress to meet the headteacher's requirements. This means that information on pupils' progress is set out clearly and is easily understandable.

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

Unique reference number	115616
Local authority	Gloucestershire
Inspection number	412988

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Ian Robb
Headteacher	Helen Anderson
Date of previous school inspection	30 September–1 October 2008
Telephone number	01453 890358
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