

# Inspection of a good school: Coxley Primary School

Harters Hill Lane, Wells, Somerset BA5 1RD

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Inspection dates:

24 May 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Coxley pupils are well cared for and feel safe. Staff know the pupils and their families well. Everyone is proud to be part of the 'Coxley family'. Pupils enjoy their lessons and behave well, both inside and outside the classroom. However, in some subjects, the curriculum is not clear about what pupils should learn and remember.

Pupils of all ages say that 'everyone is welcome' at Coxley. They value their friendships and play well together at breaktimes and lunchtimes. Leaders prioritise supporting pupils' mental health and well-being. Pupils feel that they have a voice and know that staff listen to them if they have worries. They appreciate the pastoral support that is available. Bullying is rare. When it does happen, pupils know that adults will deal with it quickly.

Pupils are enthusiastic about the wide range of clubs on offer, including choir, tennis and lacrosse. They also enjoy the visits to school from the local police and hearing the messages about keeping safe.

Parents are overwhelmingly positive about the school. 'It's a small village school where everyone knows the children so well' is a comment typical of parents at Coxley.

## **What does the school do well and what does it need to do better?**

Leaders know there is work to be done to improve the curriculum. Leaders and staff have not yet identified the important content pupils need to learn over time. As a result, pupils do not always learn as well as they could. Some pupils have gaps in their understanding because learning is not well sequenced. For example, pupils can recall simple facts from their history lessons, but they cannot successfully connect previous learning and build knowledge in a coherent way. This means that pupils do not have an in-depth knowledge and understanding in some subjects.

Leaders prioritise reading. It is an integral part of the 'Coxley Curriculum Threads'. Children in the early years get off to a strong start. Pupils decode words and build up their fluency in reading successfully. Pupils in Year 1 and 2 understand and use phonics to read accurately. Teachers quickly identify pupils who struggle and put support in place. As a result, pupils catch up swiftly. Staff choose books that match the sounds pupils know. This helps pupils to become fluent and confident readers. Pupils enjoy listening to a wide range of stories that their teachers read to them.

In mathematics, there is a consistent approach to delivering the curriculum. Pupils know and can remember important number facts. This helps them to tackle more complex work and solve mathematical problems. Teachers plan the teaching of mathematical knowledge skilfully to meet the needs of all pupils. They adapt the curriculum well so that pupils with special education needs and/or disabilities (SEND) are successful and feel proud of their work.

Leaders have a clear understanding of the needs of their community. They provide effective pastoral support for pupils that results in positive relationships with parents. Leaders help pupils to develop their leadership skills by, for example, being house captains. Through the curriculum, they learn to understand the importance of laws, being able to vote and how to be respectful of different cultures and faiths. Pupils are well prepared for life in modern Britain because of this.

Staff value the way they work as a team and appreciate the support they receive from senior leaders. Leaders, including governors, are considerate of staff workload. They have an accurate understanding of the school's strengths and priorities for improvement.

In discussion with the headteacher, the inspectors agreed that the development of a well-sequenced curriculum that clearly set out what pupils need to know and by when, may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are alert to the signs that pupils might be at risk, and report any concerns they have immediately. Leaders act on this quickly to secure the help children need, working well with a range of external agencies. Staff are provided with updates to their safeguarding training. The school makes the necessary checks to ensure that the adults it employs are safe to work with children.

Pupils feel safe and parents share this view. Pupils learn how to keep themselves safe, including when online. They know what to do and who to talk to if they feel worried or concerned.

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

### (Information for the school and appropriate authority)

- In some of the wider curriculum subjects, leaders have not mapped out the important knowledge they want pupils to know and revisit. This means that pupils do not build a deep understanding of these subjects. Leaders need to ensure that all subjects identify the precise knowledge and skills pupils need to learn and revisit as they progress through the school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in February 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	123641
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10227054
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Katherine Kinshaw
<b>Headteacher</b>	Hayley Hambin
<b>Website</b>	<a href="http://www.coxleyschool.co.uk">www.coxleyschool.co.uk</a>
<b>Date of previous inspection</b>	9 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The headteacher took up post in September 2021.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the single central record and checked the schools' systems for monitoring and reporting safeguarding concerns. They also met with the designated safeguarding lead, who is also the headteacher.

- Inspectors met with the special educational needs coordinator to help evaluate the effectiveness of SEND provision and practice in the school.
- The lead inspector had a telephone call with a representative from the local authority.
- Inspectors spoke with different staff members and met with groups of pupils to find out what it is like to be a pupil, or to work, in this school.
- The lead inspector met with a group of governors, which included the chair of the governing body.
- The lead inspector checked the survey responses, including those from pupils, staff, parents and carers.

### **Inspection team**

Wendy D'Arcy, lead inspector

Ofsted Inspector

Katharine Anstey

Ofsted Inspector

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