

Inspection of Coaley Church of England Primary Academy

The Street, Coaley, Dursley GL11 5EB

Inspection dates: 8 and 9 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils thoroughly enjoy attending school. They speak of belonging to the 'Coaley family' and how proud they are to be part of the school. Pupils know and exemplify the school's values. This is because leaders have created a caring ethos. Parents are positive about the support their children receive. Many also comment on the caring, family environment within the school.

Leaders have high expectations of all pupils. As a result, pupils behave well and demonstrate positive learning attitudes. Pupils concentrate on their learning and are well supported by their teachers. Leaders ensure that all pupils have the same opportunities, experiences, and support.

Pupils are polite and respectful. Relationships between pupils and adults are strong. Pupils of all ages play well together. They report that bullying is rare. Pupils know they can speak to any adult if they did have concerns. Consequently, pupils feel safe.

Pupils play an active part in the life of the school. Older pupils enjoy leading collective worship. The school council organises events to raise funds. Playground leaders make sure everyone has someone to play with. Many pupils attend the wide range of extra-curricular activities that are on offer.

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

Leaders have made improvements to the curriculum. The curriculum design shows a well-thought-out sequence of learning. Overall, teachers have secure subject knowledge and plan effective ways for pupils to learn the intended curriculum. Teachers are clear about what pupils need to know and when they need to know it. For example, in history, pupils can recall their current and recent learning. Pupils have a good understanding of chronology and can place the periods of history they study on a timeline. However, some subjects are at an early stage of implementation. Where this is the case, pupils' knowledge is less secure. They are not able to recall their prior knowledge confidently. Subject leaders have not evaluated the effectiveness of the curriculum or checked pupils' understanding sufficiently.

Leaders promote a love of reading. Pupils say that they enjoy reading. Leaders ensure that there is a consistent approach to the teaching of phonics. This enables children in the Reception Year to know the sounds that letters make. Children become increasingly fluent readers by the time they reach Year 1. Teachers use assessment well. They make sure that pupils who struggle receive the support that they need to keep up. Well-trained adults support pupils to use their knowledge of sounds and apply this to both their reading and early writing.

In mathematics, pupils have a good working knowledge of the calculation methods they need to use. As a result, pupils can apply this knowledge to solve complex problems. Pupils explain their thinking using appropriate mathematical vocabulary. Their scientific knowledge is also well established. Pupils explain their work during investigations, make predictions and reach conclusions.

Pupils with special educational needs and/or disabilities (SEND) are well supported. This is because learning is well matched to their needs. This, alongside adult support, helps pupils to progress well. Pupils use learning resources that help them to become increasingly independent.

Leaders place pupils' personal development at the heart of their decision-making. They provide a wide range of outdoor learning opportunities where pupils explore the natural world. Pupils learn about different faiths and religions. They are well prepared for the next stage of their education.

Leaders consider staff's well-being carefully. Staff value that leaders have created a school culture where everyone works as a team. Leaders and staff make good use of the training provided by the trust to enhance subject knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance. This ensures that pupils are kept safe from harm. All staff receive regular safeguarding training. They understand the procedure for raising concerns. Leaders take the necessary steps to act on these concerns. There are safeguarding procedures in place for the recruitment of new staff.

Leaders work with families to provide them with early help and guidance. They liaise with external support agencies to provide the help that vulnerable families need.

Pupils have a good knowledge of how to keep themselves safe online and in their interactions with others.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils are not able to recall key knowledge in some subjects confidently. They do not always use what they already know to help them to learn new content. Leaders need to ensure that teachers systematically check pupils' prior learning. This will support pupils to know and remember more.
- Some subject leaders have not evaluated how well the curriculum is being implemented in their subject. Therefore, there are some inconsistencies in how well subject content is delivered. Leaders must ensure that all subject leaders check that the curriculum is being delivered as intended.

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

Unique reference number	145408
Local authority	Gloucestershire
Inspection number	10227723
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	Board of trustees
Chair of trust	Venerable Hilary Dawson
Executive Headteacher	Richard Lucas
Website	www.coaleyacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Coaley Church of England Primary Academy became an academy in February 2018. The school is part of the Diocese of Gloucester Academies Trust, a multi-academy trust of 17 primary schools in Gloucestershire.
- Leaders provide wraparound care provision at the start and end of the school day for pupils who attend the school.
- Leaders do not use any alternative provision.
- The school's most recent section 48 inspection took place in June 2019. The school was judged to be good.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This is 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 met with the headteacher, special educational needs coordinator, subject leaders, a group of staff, representatives of the Diocese of Gloucester Academies Trust and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. Inspectors discussed the curriculum with subject leaders, visited lessons across the school, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised information relating to safeguarding, behaviour and school self-evaluation.
- The lead inspector spoke to parents and carers, reviewed the 16 responses to Ofsted Parent View, including free-text responses, and reviewed the 21 responses to the pupil survey.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Chris Hansen

Ofsted Inspector

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