

# Inspection of Coney Hill Community Primary School

Coney Hill Road, Gloucester, Gloucestershire GL4 4NA

---

Inspection dates: 2 and 3 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempt by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Coney Hill is an inclusive school which cares deeply for its pupils. It provides a calm and nurturing environment. The school motto, '#ProudtobeAHillier' shines through in pupils and adults alike. Pupils enjoy school and attend regularly.

Many pupils face challenges with their learning. However, the school is ambitious for every pupil to experience success. Pupils learn how to be resilient and strive to be the best they can be.

Pupils behave exceptionally well during lessons and social times. They demonstrate high levels of respect and kindness towards one another. They understand the consequences of poor behaviour.

The provision for pupils' wider personal development is impressive. They value the rich and varied opportunities available. These help to develop their skills and interests in many areas such as music and sports.

Pupils speak positively about the leadership roles and responsibilities they can take on, such as school councillors and digital leaders. They undertake these roles with pride.

The welfare of pupils and their families is at the heart of Coney Hill. The school offers exceptional pastoral support and strives to ensure pupils are safe, happy and receive the right support. They enjoy warm relationships with staff and develop a strong sense of belonging.

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

Everything the school does is about supporting pupils to realise their potential. The core 'PREACH' values of purpose, pride, respect and community are central to the school. As a result, pupils demonstrate outstanding attitudes, thrive and experience success in their learning.

The school provides pupils with an exciting curriculum. It is carefully planned and identifies the essential knowledge and skills it wants pupils to learn and remember. However, the school has been right to identify that more work is needed to ensure that the curriculum is implemented consistently well across all subjects so that pupils know and remember more.

The school was quick to analyse why the published outcomes in 2023 for pupils in key stage 2 were weak. As a result, prompt action has been taken, and there is evidence that pupils' progress in reading, writing and mathematics improving quickly.

Staff see reading as the gateway for future success. They are determined that every pupil will become a fluent reader. Children begin their reading journey as soon as they arrive in the early years. Staff are skilled in the teaching of reading. They

quickly spot pupils who are falling behind and provide support to help them catch up swiftly. Books are carefully chosen to ensure they precisely match pupils' phonic knowledge. Pupils, including children in the early years, enjoy story time. They listen carefully and are keen to join in. Older pupils are enthusiastic reading champions. They carefully select the books they read to other children in the pupil-led reading club. The book bank is popular for both pupils and adults. This is where books are shared freely amongst the community. All of this promotes a love of reading.

The school places significant importance on ensuring pupils acquire the life skills they need. There is a strong focus on communication, mathematics, reading and writing. As a result, pupils are well prepared for those next steps. Pupils build knowledge and understand the importance of being healthy and lead safe, active lives. They are respectful of different cultures, faiths, types of family and relationships.

The school's careful consideration of pupils' needs is reflected in its exceptional programme for personal development. It is integral to the work of the school. The school invests time to explore what children and families need and how best to provide it. They promote good mental health across the community and offer significant support and help to those who need it. Pupils take their role as well-being ambassadors seriously. In addition, 'boys talk' is well attended as a place where boys can talk freely about any worries or concerns they may have, knowing that action will be taken swiftly.

Pupils with special educational needs and/or disabilities (SEND) are at the forefront of the school's work. Staff identify pupils' barriers to learning accurately and efficiently. Adaptations are made to ensure they get the support they need. This helps pupils with SEND learn the same curriculum as their classmates and achieve well.

Many parents are extremely positive about the school's work. They remark on how the school goes 'above and beyond' to support their child and themselves as parents. They are confident their children receive a good education, are safe and happy.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some pupils are not able to remember the key knowledge across the subjects they study. This can hinder the depth of their learning. The school must ensure that the implementation of the curriculum enables pupils to secure their knowledge more deeply.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115603
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10322218
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Daniel Gillingham
<b>Headteacher</b>	Danielle Brayshaw
<b>Website</b>	<a href="http://www.coneyhillprimary.co.uk">www.coneyhillprimary.co.uk</a>
<b>Dates of previous inspection</b>	20 and 21 February 2013

## Information about this school

- The headteacher started in post in February 2023.
- The school is part of Coney Hill Finlay Community Federation.
- The school does not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteachers and staff.
- The lead inspector met with governors, including the chair of governors.

- Inspectors carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the 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.
- The lead inspector listened to pupils from Year 1, 2 and 3 read to an adult. Pupils in Year 5 were also listened to reading. Story time was visited in the pre-school and Year 6.
- Inspectors sampled pupils' work in English, science, history and geography.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered key documentation, including school development plans and governors' minutes.
- The lead inspector held a telephone call with the school improvement partner and met with an education adviser from Gloucestershire local authority.
- Inspectors observed pupils' behaviour in lessons and around the school site. The inspectors met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to the staff and pupil surveys, Ofsted's online survey, Parent View, including free-text replies.

### **Inspection team**

Jen Southall, lead inspector

His Majesty's Inspector

Hilary Goddard

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024