

# Coaley Church of England Primary School

## Inspection report

<b>Unique Reference Number</b>	115616
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	312001
<b>Inspection dates</b>	30 September –1 October 2008
<b>Reporting inspector</b>	Mo Roberts HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	63
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Robb
<b>Headteacher</b>	Paul Batchelor
<b>Date of previous school inspection</b>	20 May 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Street Coaley Dursley GL11 5EB

<b>Age group</b>	4–11
<b>Inspection dates</b>	30 September –1 October 2008
<b>Inspection number</b>	312001

**Telephone number**

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. A colleague accompanied her.

## Description of the school

This is a smaller than average school. The pupils come from an economically advantaged area, with some patches of social need. There are close to average number of pupils with learning difficulties and none currently has a statement of special educational needs. A separate management committee runs an on-site playgroup. The school has Investors in People status and it has fulfilled the criteria for an Activemark for its physical development programme.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

In this good school, a strong Christian ethos contributes to pupils' outstanding personal development and well-being. There is a strong emphasis on respect and caring for others. Pupils diligently undertake their responsibilities within the school community and watch out for the younger children's welfare, for example, during playtimes. Pupils help others less fortunate than themselves by fund raising for charities through their highly creative school productions. The school involves the local community in many of these activities. Pupils make a positive contribution within school and to the wider community. They really enjoy school; one pupil told the inspector that 'teachers don't just teach us, they take time to get to know us'. Teaching is good and through the good range of after-school clubs staff have opportunities to form a rounded view of their pupils and how best to help their learning. Pupils' behaviour is exceptionally good.

Most pupils make good progress and attain standards that are well above the national average in mathematics and science, and that are at or just above in English. Writing skills are the weakest element in English. The school has already identified this and has suitable plans in place to develop teaching and assessment to further support pupils' progress. The impact of these plans needs to be swift to ensure pupils make the same good progress in writing that they make in other subjects. Not all pupils make good progress, and a small number in each year make slower than expected progress.

Parents are very pleased with the attention given both to pupils' personal welfare and to their education, and they are strong supporters of the school. Academic guidance is now good and pupils are effectively encouraged to help each other to improve their work. Teachers' marking has improved since the last inspection; it focuses on what a pupil needs to do next to improve further. Pupils gain a good understanding of how to keep fit and healthy. They know for example what should not be in their lunch boxes and why. They learn how to stay safe in school and appreciate the visitors who come to talk to them such as the fire service.

The headteacher provides good, purposeful direction for the school and keeps it up to date with recent national developments. He has successfully involved pupils in learning about the wider world and other cultures through their involvement in the Comenius project. He is ambitious for the school and the pupils. However, for a small school, the list of current developments is too long. Priorities require refining. They should focus on further raising standards and helping those who are slower in fulfilling their potential than the rest of their class. The school's self-evaluation is thorough; it has helped the school make good progress since the last inspection. The school has a good capacity to improve further once it has narrowed its priorities to those a small staff can reasonably undertake in the available time.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The children make a good start at school because the classroom and staff are warm and welcoming and they build on the experience of the weekly half-day visits they have in the previous term. They settle quickly as they know what to expect. They are keen to work in their special 'small group' within the larger class that caters for pupils up to Year 2. The staff team have quickly established what the children already know and what they can do, so children make rapid progress to the next steps in their learning. Children make good progress overall,

including in their personal and social development. Staff are astute in the way they gauge when a child is ready to participate in a whole-class activity and when they need time to select quieter activities for themselves. Children thoroughly enjoyed playing in their igloo; this helped reinforce their use of the sound at the start of the word 'igloo'. Learning is fun and is good in all six areas of the curriculum. The school has recently obtained challenging exercise equipment to help extend their physical skills, and an extension to the classroom is in the advanced planning stage. This aims to give more space for the youngest children to initiate their own learning; at present, in a mixed age classroom, this is somewhat restricted, despite staff's best efforts. The staff take careful consideration of parents' views and knowledge of their children's learning. This ensures children's learning is well supported at home as well as in school. By the end of the year, they reach levels that are well above those expected for their age as a result of the good teaching and care they receive. The leadership and management of the Early Years Foundation Stage (EYFS) are good.

### **What the school should do to improve further**

- Focus even more sharply on ways of helping the minority of pupils identified as at risk of falling behind in their learning to fulfil their full potential.
- Improve writing to bring it into line with standards in other subjects.

## **Achievement and standards**

### **Grade: 2**

Pupils mostly make good progress and a good proportion reach standards that are high for their age, especially in mathematics and science. Although some pupils make good progress in their writing, the overall standards only match the national average where they should exceed it based on their performance in other subjects. In Key Stage 2, pupils reach levels that are above the national average in mathematics and science year-on-year, and the as-yet unverified results for 2008 are also positive. However, there are a minority of pupils in each year group, from Year 1 onwards, whose progress is slower than might be reasonably expected. The school's data show that there is no pattern or specific group at risk so a personalised approach is required to boost their performance. Those with learning difficulties and/or disabilities make generally good progress from their starting points. There is effective deployment of support staff to work with small groups within the mixed age classes and this has a good overall impact on learning.

## **Personal development and well-being**

### **Grade: 1**

Pupils' attitudes to learning are outstanding. They speak enthusiastically about what they are learning. The behaviour of pupils is very mature and thoughtful. In classes they listen well; they are engaged and keen to contribute. They work purposefully. The school council is very effective and its members are clearly proud of their contribution to recent improvements. Pupils have excellent relationships with each other and with adults. They are always polite and helpful. On the playground, they share equipment willingly. Particular strengths are the way in which new children are welcomed into the school community and the support older pupils give them. The pupils have a excellent understanding of a healthy lifestyle and can talk about the importance of a balanced diet. They enjoy the daily 'wake and shake' and the good variety of physical activity. Younger pupils belong to sports clubs and many pupils of all ages attend after-school physical activities. Literacy, mathematics and information and communication technology (ICT)

skills prepare the pupils well for the next stage of their education. Attendance is satisfactory. The school takes good steps to ensure any absence is appropriate and to support individual children and families where attendance is a cause for concern.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils make good progress and have positive attitudes to learning because of the well-planned teaching they receive. They enjoy the range of activities on offer and most get on briskly with their tasks. Despite the challenges of catering for mixed age classes, teachers plan work for different learning needs well and most pupils have appropriate challenges to develop their learning. Teachers involve pupils well and skilfully ensure all are included in class discussions. Pupils quickly gain confidence to apply their new knowledge, for example, about how to make biographical writing interesting. There are a few times when able pupils could do even more if they were encouraged to check precisely what they need to do to reach their next target. Teachers work well with teaching assistants, who know exactly what they will be doing to help pupils. Teachers assess pupils' work effectively and pupils mostly understand the marking, although some younger ones find reading teachers' joined-up writing a bit difficult. Marking effectively balances praise for success while also identifying aspects that need more work. The specialist teaching by visiting teachers raises standards in French and brass instrumental music. Informal teaching in the clubs, such as the hand bells and recorders groups, also enriches pupils' learning.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good rolling curriculum that ensures pupils avoid repetition and have their interests extended through additional activities outside lessons. The gardening club is popular and helps pupils' understanding of how food is grown. There is appropriate emphasis on basic skills in literacy, numeracy and ICT. Educational visits, activity days and involvement in residential experiences, as well as sports and arts events, extend learning well through first-hand experiences. Those pupils who have had little or no experience of travel have opportunities to visit other countries, such as Sweden, through participation in the Comenius project. Pupils of all ages have weekly French lessons. The personal, social and health education programme is effective in ensuring pupils think about the decisions they make and the potential consequences. Activities linked to the school council encourage pupils to take an interest and participate in community issues like maintaining law and order through, for example, participating in mock trials in a magistrate's court. In due course, the school aims to develop its creative approach to the curriculum even further.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care, guidance and support is good as staff know their pupils well and encourage them to try their best through helpful marking of their work and good support in the classrooms. Child protection procedures are robust and safeguarding procedures are secure. Pupils say they feel safe and are very confident adults will help them; they do not feel there is an issue with bullying. Those pupils with learning difficulties receive good support; needs are identified

quickly so that specialist help is sought when required. The school's system for checking pupils' progress in English and mathematics are extensive but do not always lead to prompt action to support pupils. Pupils have begun to work together to assess how classmates' writing can be improved and they display a mature attitude when this is being discussed. The school recognises that having adapted the curriculum recently, they will also need to adapt the way they assess subjects.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Suitable support and development have been put in place for the new subject leader for English as it is a pivotal role in raising standards. The entire staff share a common purpose and cope cheerfully with their multiple roles and responsibilities. They are very effective in the way they promote the personal development and well-being of learners and involve parents and the community in the work of the school. With most staff newly appointed, the number of new developments that can be effectively undertaken needs to be reconsidered. Governors are fully involved in strategic planning and are due to review the development plan shortly. They have worked successfully with the headteacher to lead the school through recent staff changes. Although the school sets challenging academic targets, it is not yet using its data to full effect to ensure they are met. The school is well resourced and offers good value for money but the Year 5 and 6 accommodation is out of keeping with the high quality of the rest of the school.



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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Coaley Primary School, Coaley GL11 5EB

Thank you for the polite and friendly way you welcomed us to your school. We enjoyed speaking to you and hearing your ideas and views about your school. Thank you for giving up your time to help us. I am writing to tell you what we found out. We found out that the new children have settled in well and that you are all thoughtful and kind to each other.

Lots of you told us you go to a good school. Your parents, in their answers to the questionnaires, told us how much you enjoy school and that they are pleased with the school. We agree; you go to a good school. Your headteacher and all the staff work hard to make your school a very safe and interesting place for you. We were very pleased to see how hard you work in lessons and because of this and the good teaching, you learn a lot and reach better standards than we find in most schools across the country.

Your teachers plan interesting lessons that are at the right level for the different year groups in your classes but a few of you still find some subjects a bit hard. I have asked your teachers to see how they can give you some more help to improve and catch up. If you need extra help, or are stuck, please tell your teacher. One class showed how well they could help each other to improve their writing when they act as 'editors' for each other. In all classes you need to carry on working hard on your writing and I have asked staff to concentrate on this with you.

Your behaviour is excellent in school and on the playground. Well done to the older pupils who help with the lunchtime clear-up and all the other jobs in the school – the other children are very grateful and it makes your school a good community. Thank you as well for what you do to help others in the village and in Africa. The school council representatives also help think of good ideas and have helped improve the school. Even though your school is good, your headteacher and the other adults want it to be even better. I know you will want to help them by continuing to do your best! Remember to learn your spellings.

Best wishes,

Mrs Roberts HMI and Mr McShane HMI