

# Coalway Junior School

## Inspection report

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<b>Unique Reference Number</b>	115550
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338603
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	Heather Yaxley

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart McLester
<b>Headteacher</b>	Fay White
<b>Date of previous school inspection</b>	22 May 2007
<b>School address</b>	Coalway Road Coleford GL16 7HL
<b>Telephone number</b>	01594 810271
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The team observed 9 teachers during 17 lessons. Meetings were held with groups of pupils, a group of governors and members of the senior leadership team. The inspectors looked at pupils' past work as well as a range of documentation, such as that relating to safeguarding and governance, the tracking of pupils' achievement and school development. The team also considered the responses to 54 questionnaires from parents and carers, 71 from pupils and 17 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the levels of attainment and rates of progress of each year group for the past three years
- the involvement of pupils in their own learning
- the impact of the curriculum on improving pupils' skills in English and mathematics.

## Information about the school

Coalway Junior is an average-sized school sharing a site with its partner infant school. Pupils represent a range of socio-economic backgrounds and almost all have White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above that found nationally and this group is predominantly made up of those with a specific learning need. An average proportion of pupils is eligible for free school meals. Most of the Year 6 pupils were not in school during this inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Coalway Junior School provides a satisfactory standard of education. It continues to improve the academic and personal achievements of its pupils. Pupils' personal skills are good, their academic attainment is above that found nationally and many aspects of the school's provision and leadership are good. The academic progress that pupils make from their individual starting points has been generally satisfactory over the past three years but this is starting to improve. Since the time of the last inspection, leaders and managers have demonstrated that they can successfully make the changes needed to improve pupils' performance. Inspectors found nothing that the school had not already identified for improvement. Consequently, the school's capacity to make further improvement is good.

The headteacher, senior leaders and the governors have high aspirations for their pupils and are very conscientious in their work. They regularly review the school's practice in relation to helping pupils to achieve more. Although action plans are focussed on improving pupils' achievement there is an opportunity to more rigorously use data about pupils' progress to identify the precise measure of success.

Pupils are extremely enthusiastic about the curriculum and inspectors agree with them that it is a particular strength of the school. It enables teachers to plan and teach lessons that are both memorable and enjoyable for pupils. These factors make a significant contribution to pupils' good personal skills. The quality of teaching is satisfactory because pupils make satisfactory academic progress, and there are inconsistencies in planning different activities for different levels of ability.

The school makes good arrangements to safeguard pupils and the promotion of their well-being features highly in their policies, procedures and practice. All statutory requirements are met.

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

- Improve the quality of the monitoring and evaluation of pupils' progress by making better use of data.
- Improve pupils' progress by ensuring that lessons offer appropriate activities for all pupils to work independently on tasks that help them take greater responsibility for developing and improving their work.

**Outcomes for individuals and groups of pupils**

**3**

The levels of attainment that pupils reach in English, mathematics and science at the

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end of Year 6 are consistently above national averages and this prepares them well for the next stage of their education. The preparation for lifelong learning is further enhanced by pupils' high levels of motivation and participation, their expectation that they will learn something new each lesson, their obvious enjoyment when they learn or do something new and the pride that they take in the high quality presentation of their work. Examples of the good skills that this helps them to develop are too numerous to mention but include research skills as part of homework, the use of information and communication technology, such as Year 6 animations, and organising fundraising events locally.

When looking at the rate at which pupils make progress from their starting points, there are no particular groups that do better or worse than others. The pattern of pupils' progress over the past three years presents an improving picture. For the previous two years pupils have generally made expected gains, although progress was better in 2009, particularly in science. Teachers' assessments for each year group for the end of this academic year show that this improving trend continues, with more pupils making good progress. This is particularly evident in writing across the school and matches well with the changes made to the curriculum to provide more and better quality opportunities for writing.

Pupils' development as healthy and safe individuals is evident in their eating of healthy food at lunchtime, their awareness of site security and their good social relationships with one another and with adults. All pupils sign an agreement for e-safety. This, together with careful and responsible use of equipment and sensitivity to the needs and differences of their friends, enables pupils to enjoy a range of practical activities within and outside lessons.

Pupils' responsibilities as citizens are well understood and put into practice, as exemplified by their eco work and their collaboration with the local police to monitor excessive speeding on the busy road outside the school gate. These activities also make a difference to pupils' involvement as part of the wider community. They know a lot about the lives of children their own age in other countries through practical partnerships with several schools in Europe and the global aspects that inform curricular themes, but less about other cultures found closer to home and throughout the United Kingdom.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The quality of teaching is satisfactory because it enables pupils to make expected progress over time. There are many good aspects to be seen in lessons and there is considerable good practice amongst the teaching team. Pupils like their teachers very much and teachers employ a range of good strategies to make learning fun and memorable. They mark work in ways that help pupils get involved in improvements. However, the way in which teachers plan different activities for different groups is not always sufficient to give all pupils the opportunity to get on with the work themselves and to learn from their mistakes as the lesson progresses. Teachers ask questions and give good opportunities for pupils to discuss and feed back their thoughts, but sometimes do not use this response to help pupils move on fast enough.

The curriculum is good because it not only provides memorable experiences but because it also focuses on the development of skills. Thus, there are good opportunities to practise writing and information and communication technology throughout the school day for a range of practical and meaningful purposes. The curriculum has been adapted well to take account of the need identified by the school to develop the skills of high achieving pupils from the infant school as independent learners and thinkers.

The care, guidance and support given to pupils and their families are much appreciated. Particular strengths are the quality of the transition arrangements from the infant school and then later to secondary school. Similarly, the support given to those who have had problems in previous schools or who find life difficult in or out of school from time to time. Those pupils with particular learning needs and disabilities are supported well and the atmosphere in school is one of learning for a purpose and involving everyone in

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what is on offer.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

At the heart of the school's work is the drive to help all pupils achieve well in their learning and personal development. Their success at achieving good outcomes is secure in relation to pupils' personal development and beginning to gain momentum regarding good outcomes in their learning. Governors and the senior management team work well together and are doing the right things. However, their monitoring and evaluations, although good, lack a sharp enough focus on pupils' outcomes, and procedures and systems to track pupils' progress over time do not synthesise all of the good information available into a clear overview. Value for money is satisfactory because of overall satisfactory outcomes for the pupils. The governors give prudent and steadfast attention to managing the budget, which has put the school in a good financial position.

The senior staff and the governors pay particularly good attention to pupils' welfare and health and safety and ensure that policies and procedures to safeguard pupils are effective and wide in remit. The policy and plan to ensure entitlement for all according the Disability Discrimination Act are very thorough and address the needs of pupils with particular difficulties so that potential barriers to the curriculum, or to the building, are minimised. This makes a significant contribution to pupils' participation and enjoyment of school. Similarly good attention is given to promoting cohesion within the community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Slightly fewer than 25% parents and carers returned the questionnaire and almost all reported that they are happy with their children's experience of the school. Fifteen parents and carers wrote comments. Of those, eight parents and carers were concerned about communication, particularly in relation to the purpose of homework and the short notice given of events or changes. The inspection team found that homework is very much liked by pupils and that it successfully reinforces basic skills and independent study. The team were not able to look into any individual cases of late notice of changes but found that partnerships with parents and carers are good. This is supported by the large majority of parents and carers who were happy with all aspects of the school's work; seven parents and carers wrote comments to this effect. Several made particular comments about how good support has helped their children to settle.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coalway Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	54	24	44	1	2	0	0
The school keeps my child safe	38	70	16	30	0	0	0	0
The school informs me about my child's progress	26	48	22	41	4	7	1	2
My child is making enough progress at this school	26	48	23	43	3	6	1	2
The teaching is good at this school	23	43	28	52	1	2	1	2
The school helps me to support my child's learning	22	41	23	43	7	13	1	2
The school helps my child to have a healthy lifestyle	20	37	32	59	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	41	26	48	1	2	0	0
The school meets my child's particular needs	21	39	28	52	3	6	1	2
The school deals effectively with unacceptable behaviour	20	37	30	56	2	4	1	2
The school takes account of my suggestions and concerns	18	33	27	50	4	7	1	2
The school is led and managed effectively	22	41	26	48	3	6	2	4
Overall, I am happy with my child's experience at this school	25	46	25	46	1	2	2	4

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 July 2010

Dear Pupils

Inspection of Coalway Junior School, Coleford GL16 7HL

It was a pleasure to come and inspect your school recently and I am writing on behalf of the inspection team to thank you for your contribution and to tell you about our judgements.

We very much enjoyed speaking with you, spending time observing your work in class and looking at the work that you have done over this past year. One of the things that you talked about a lot was how much you enjoyed the activities in lessons. We agree that the curriculum is a particular strength of your school. Whether you were growing, harvesting and weighing potatoes in Year 3, identifying and drawing creatures collected from the pond in Year 4, researching the properties and cultural context of Greek pots in Year 5, or making animations in Year 6, we could see that you find learning fun and you have experiences that you will remember for years to come.

We judge that Coalway is a satisfactory school. The school is improving, and we agree with Mrs White that to maintain this improvement the senior team and the governors will need to keep a close check on how well you are doing when they make their plans and give you more opportunities in lessons to be independent.

We were sorry not to have seen those of you in Year 6 who were on transition days when we came, but we had a good look at your work and wish you well in your next school. We wish you all a good end of term and summer break.

Thank you again.

Yours sincerely

Heather Yaxley

Her Majesty's Inspector

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