

# Coxley Primary School

## Inspection report

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<b>Unique Reference Number</b>	123641
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	340385
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Mark Lindfield HMI

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Nurse
<b>Headteacher</b>	Mrs Angeles Solway
<b>Date of previous school inspection</b>	5 September 2006
<b>School address</b>	Coxley Wells BA5 1RD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited seven lessons and held meetings with governors, staff and pupils. They observed the school's work and looked at the school's assessment and pupil-tracking data, improvement planning documents, whole-school policies, governor meeting minutes and 41 parental questionnaires.

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

- the current attainment and progress of pupils at both key stages to determine whether teaching is sufficiently challenging
- the effectiveness of the school's leadership in focusing on the key priorities and bringing about improvement
- the robustness of the school's procedures for safeguarding
- the extent to which the curriculum meets the needs of pupils of all abilities.

## Information about the school

Coxley Primary is a small village school where numbers have been rising steadily. Eleven children currently attend the school's Early Years Foundation Stage part time in the Key Stage 1 class. The proportion of pupils with special educational needs and/or disabilities is well above average. The proportion of pupils eligible for free school meals is well below average. The vast majority of pupils are White British.

**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**

**3**

## Main findings

The school is being held together well by the current acting headteacher who has brought stability to the school and developed a close working team. She has placed a strong emphasis on putting the needs of pupils first and has, consequently, ensured that the arrangements for safeguarding have improved and that staff attended appropriate training recently. Her strong desire to secure further improvement is compromised by the demands of a full-time teaching commitment, with a class comprising three year groups, and by the limited amount of external support available. She has few opportunities during the day to monitor and improve the current standards of teaching and assessment across the school. Teaching across the school is satisfactory but lessons do not consistently focus on the progress made by each group of pupils.

Governors are present in school on a daily basis and contribute to the warm and welcoming school atmosphere. They have been unsuccessful in appointing a permanent headteacher. There are no formal plans in place to evaluate the school's contribution to community cohesion. The governing body has made recent improvements through their regular meetings, by reviewing a large number of school policies and strengthening safeguarding procedures. At present, the school's leadership and management have, by their recent improvements, demonstrated a satisfactory capacity to improve further.

The school's self-evaluation systems, driven by the acting headteacher, are effective. The school's small size and staff's good levels of communication ensure that leaders know the school's overall strengths and weaknesses. While the systems to assess and monitor pupils' rates of progress are thorough, the systems to record and present this information vary and are confusing. Consequently, the school's improvement plan identifies the main priorities, but lacks the detail and precision required to lift the school above satisfactory levels.

Pupils clearly enjoy coming to school and their behaviour is consistently good. They show positive attitudes in lessons and work together sociably on activities. The school's family ethos is reflected in pupils' good personal and moral development and is apparent in the respect they show for each other and for adults. Parents are strongly supportive of the school and recognise the family atmosphere and the high levels of care and support shown to their children.

Teaching assistants have been given clearer roles and responsibilities and are now deployed within specific key stages. As a result, staff provide focused care, guidance and support and build strong relationships with individual pupils who make good gains in their behaviour and personal development. Parents are very supportive of the school and recognise these recent improvements to key areas.

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

- Ensure that leaders at all levels contribute to driving the school forward by:
  - more effective monitoring of the actions taken to bring about improvement
  - urgently finding a permanent solution to the vacancy within the school's leadership
  - making a stronger contribution to community cohesion beyond the local community.
- Embed more consistent and rigorous systems to record and present information on pupils' progress and thereby increase the precision of the school's self-evaluation and improvement plans.
- Raise standards of teaching and learning through more regular monitoring of all staff, with a clear focus on how well their lessons impact upon pupils' learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Overall, pupils make satisfactory progress in their learning. For the large majority, levels of attainment are average, with a few of the more able pupils reaching above average levels of attainment in English and mathematics. The school's results dipped in 2009 but this was attributable to the high proportion of pupils with special educational needs. Pupils, as well as their parents, are positive about the family atmosphere of the school and recognise the support that the school provides and the satisfactory or better progress made by those pupils with special educational needs and/or disabilities. Pupils make valuable contributions to the life of the school and the local community. This contributes strongly to pupils' good progress in their personal, moral and social development. One parent, reflecting a typical view, commented that their child had 'grown in confidence and is adopting a mature outlook'.

Pupils thoroughly enjoy school. There is a real sense of shared pleasure, with pupils working closely together and reacting warmly to each other's successes. Inspectors witnessed this in assembly during Book Week where, dressed as their favourite characters, pupils were warmly applauded. The vast majority of pupils feel safe at all times and have confidence that every member of staff will help them.

Pupils' spiritual, moral and social development is enhanced by a range of after-school clubs and community events; the school's choir sings tunefully and in harmony with obvious pleasure. The school recognises that pupils' understanding of other cultures is less well developed. Pupils benefit from the sporting opportunities available both within and outside school and demonstrate that they understand how to lead healthy lifestyles. They regularly bring fruit and vegetables instead of crisps and sweets and relish hot toast at snack times. They grow their own vegetables in the school's environmental area and have used these to cook and serve vegetable soup to staff.

The school has encouraged parents not to take holidays in term time and, with a few exceptions, pupils now attend more regularly than at the time of the last inspection. The

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school's overall attendance levels have improved since the last inspection and are now satisfactory. Underpinned by their progress in information and communication technology, mathematics and literacy, pupils develop satisfactory skills that will support them when they are older.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Relationships are good across the school and staff's kind and caring approach ensures that pupils are attentive and have positive attitudes to work. Lessons are conducted in a calm and purposeful atmosphere and behaviour is well managed and consistently good. Teachers' assessment of pupils' learning and progress over time is thorough. Staff use this information to identify pupils whose progress is below average and, with local authority support, have distinguished more clearly those pupils who are underachieving and those who have special educational needs and/or disabilities. The school is now responding appropriately to individual pupils' concerns with well-deployed teaching assistant support. Day-to-day assessment frequently involves older pupils in assessing their own work. This is less effective where the learning intentions are vague or too

<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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broad. As a consequence, work is not pitched at the right level in some lessons for all of the different ability levels of a mixed-age class.

The curriculum is varied and is enhanced by special events such as Book Day and an increasing use of the school's spacious grounds and environmental area. The range of activities in school and after school contributes well to pupils' development and well-being. There are good opportunities for them to work with specialist teachers from outside agencies. Pupils enjoy good-quality physical education and benefit from specialist teachers in French and physical education.

Teaching assistants work hard to provide effectively for the needs of pupils with special educational needs and/or disabilities. The school has strong evidence to show that this has a significant impact on increasing individual pupils' self-esteem and behaviour.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Realistic self-evaluation, led by the acting headteacher, has helped the school to identify and address some areas for development. The school staff now form a cohesive team, whose impact is evident in the strong partnerships with parents and in their determination to ensure all pupils have an equal opportunity to succeed. The impact is seen in the progress made by individual pupils in their social skills and behaviour. Improvements in the arrangements for safeguarding reflect the school's emphasis upon providing good pastoral care and a safe environment.

The school's leaders are involved in the monitoring of teaching and learning but have limited opportunities to observe lessons. School improvement planning has improved and now focuses accurately on the majority of the most important areas but it lacks clear milestones and targets. So far this planning has had limited effect because leaders at all levels are not involved in monitoring what is going on.

The governing body has a clear understanding of the strengths and weaknesses of the school and governors are growing in their ability to move the school forward. They have recently looked to the local authority to provide advice and this has led to a clear identification of the areas to address and possible solutions, which have yet to be implemented. Governors have provided moral support to the school through a period of change and development. They have yet to instigate suitable plans to address the school's contribution to community cohesion. They recognise that the next steps are to resolve the current uncertainty swiftly by the appointment of a permanent headteacher

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and to ensure they play a more active role in monitoring the school's progress at all levels.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The leaders of the Early Years Foundation Stage take care to make specific provision for pupils in the Reception class. The good arrangements of summer picnics and 'open sessions' introduce children gently into the class and help them to settle quickly. They arrive in the class with a range of starting points and make good progress in the majority of areas of learning by the time they reach Year 1. Progress in developing their confidence is strong and is seen in their good behaviour. While children benefit from developing their language and listening skills from the presence of older pupils, their acquisition of knowledge and understanding of the world is weaker.

Children are well supervised by attentive teaching assistants as they move freely back and forth between the classroom and the outdoor area. Key adults are on hand to welcome children with specific needs and they are given direct support and advice from other agencies. All children enjoy the interesting activities on offer and play alongside each other cheerfully and happily. The outdoor area is attractive and enhanced by a covered area where pupils eat their snack and enjoy opportunities to develop physical and social skills. It offers fewer opportunities for children to access writing and mathematical activities, although these are readily available indoors.

Leadership and managers of the class have developed good relationships with parents through the warmth of their welcome and their willingness to engage in conversation.



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Observation and assessment arrangements accurately capture the progress and development of all children and are used to plan activities. The curriculum is well organised and shows a flexibility to adapt to children's views and ideas. All policies and procedures are well established.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

Parents are highly supportive of the school and recognise the care and attention that staff give their children. They feel that they are kept informed of the progress their children are making but a few feel the school does not take account of their suggestions. They are of the opinion that teaching is good in the school but, at the same time, a few parents feel that their child is not making enough progress. Overall, all parents are happy with their child's experiences at Coxley Primary School.

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

Ofsted invited all the registered parents and carers of pupils registered at Coxley Primary 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 57 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	68	13	32	0	0	0	0
The school keeps my child safe	30	73	10	24	2	4	0	0
The school informs me about my child's progress	26	63	15	37	0	0	0	0
My child is making enough progress at this school	27	66	10	24	4	10	0	0
The teaching is good at this school	32	78	9	22	0	0	0	0
The school helps me to support my child's learning	27	66	13	32	1	2	0	0
The school helps my child to have a healthy lifestyle	28	68	13	32	0	0	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)	27	66	14	34	0	0	0	0
The school meets my child's particular needs	28	68	13	32	0	0	0	0
The school deals effectively with unacceptable behaviour	24	59	16	39	1	2	0	0
The school takes account of my suggestions and concerns	24	59	12	29	5	12	0	0
The school is led and managed effectively	29	71	11	27	1	2	0	0
Overall, I am happy with my child's experience at this school	31	76	10	24	0	0	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



9 October 2009

Dear Pupils

Inspection of Coxley Primary School, Coxley, BA5 1RD

Thank you for the warmth of your welcome. I enjoyed seeing you in your book character costumes and saw how kind and friendly you were to each other. I especially enjoyed listening to your choir sing their songs from Joseph.

You have kind and caring staff who make sure that you have someone to talk to at the rare times you need to. They also provide very good help for those pupils in your school who need a little extra help and support. You are all well behaved around the school and work hard in lessons.

Your teachers work closely with you. They often ask older pupils to let them know how well you have got on in lessons by asking you to draw traffic light colours on your finished work. Sometimes this does not work as well as it could because you are not really clear about what each of you is learning in that lesson. I have asked the leaders in your school to watch all teachers and teaching assistants in lessons and to look carefully at how much each of you is learning.

Your new headteacher has worked hard to make the school better, helped staff to become a close team and let them know exactly what they are meant to be doing in school time. With the other adults in the school, she makes sure that you are the first thing on everyone's mind. The governors of the school visit often and help to make the school friendly and welcoming. However, I have asked them to make sure that they quickly appoint a permanent headteacher to lead your school. I have also asked all those in charge at your school to keep a closer eye on the progress of the school and to be clearer about their plans to make things better.

Lastly, I have asked them to help the whole school work more closely with children and adults from around the country and with other countries.

It was a real pleasure to spend time in your school. Thank you.

Yours sincerely

Mark Lindfield

Her Majesty's Inspector

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