

Inspection of Coberley Church of England Primary School

Coberley, Cheltenham, Gloucestershire GL53 9QZ

Inspection dates:

3 to 4 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils thrive at Coberley. They are proud of their school and its inclusivity. Pupils feel safe. Strong relationships mean pupils feel confident to share any worries. Pupils know the school's values well and demonstrate these in their interactions. They are particularly devoted to showing kindness. This is exemplified by Year 6 'buddies' helping Reception children at lunchtime.

The school aspires for every child to do their best. Staff have high expectations of all pupils. Consequently, pupils behave well and they have positive attitudes towards their learning. The youngest children settle quickly in the early years.

This school provides opportunities beyond the curriculum to enhance pupils' experiences, including working with the community. Pupils relish their responsibilities, such as house captains, school and eco councillors, librarians and monitors. Pupils have a say in the clubs that are on offer, for example Lego and choir. The school puts on a weekly morning run that is open to all. The pancake relay race is a favourite of many.

Pupils develop enterprise skills by making and selling gifts for charity. They also raised money for the air ambulance service. Pupils recognise the impact their work can have on others beyond Coberley.

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

The school has devised an ambitious curriculum. Reading is at the heart of it. Carefully chosen stories and texts are interwoven with the knowledge the school wants pupils to learn. Because of this work, pupils talk animatedly about the books they love to read. They say reading 'stretches our imagination'. Pupils are keen to talk about new words they have learned and what they mean.

The school has prioritised teaching pupils to read. Adults are trained effectively. Staff spot any gaps in understanding and address these swiftly. Books match pupils' phonics ability, so they can practise reading. Because most pupils learn how to read fluently by the end of key stage 1, they can progress to learning reading skills, such as inferring characters' thoughts, in key stage 2.

In many subjects, the school has set out the knowledge it wants pupils to learn. The school has sequenced new learning so that it builds well on previous learning. This means that pupils securely remember what they have learned and they can make links between different concepts and ideas. However, a small number of subjects are at an earlier stage of development. In these subjects, the school has not sequenced the important knowledge it wants pupils to learn in a logical order. Because of this, some pupils struggle to remember their learning and make links with what they have learned before.

The school supports pupils with special educational needs and/or disabilities (SEND) effectively. These pupils are fully included in all activities. They are quickly identified so that personalised support can be put in place. As a result, pupils with SEND learn well.

Pupils say 'it is easy to make friends here'. Warm relationships exist between pupils, as well as with adults. Older and younger pupils play well together at social times. Children in the early years share equipment and take turns. Pupils understand the new school rules of 'Choice, chance and consequence'. Because of this, there is a calm learning environment for pupils to focus on learning.

The provision for pupils' wider development has been well thought through. This includes work on healthy relationships and respect for diversity. A strength of the school is its work on mental well-being. Each child has a journal to reflect on their own feelings. This means pupils know how to look after their mental health. The school encourages pupils to care for the environment. Pupils work with the church to create bird boxes, make hedgehog dens and sow wildflowers. Pupils appreciate the variety of activities on offer to them.

Everyone at the school works together to focus on what will make a difference to the education pupils receive. Currently, senior leaders at the school have many areas of responsibility and they have detailed knowledge of these areas. The school's work to develop subject leadership is underway so that responsibilities can be distributed. However, there is work to do to ensure all those who lead subjects have the required knowledge to be able to monitor and evaluate their subjects effectively.

Governors are highly supportive of the school. Staff are proud to work here. They feel that leaders support them to do their jobs well. Staff appreciate the training opportunities they have had.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, the school has not sequenced the precise knowledge they intend pupils to learn so that it builds towards end points. This means pupils do not always make links with what they have learned before and pupils find it hard to remember their learning. The school must ensure it sequences the knowledge it wants pupils to learn in a logical order so that pupils can build their knowledge well over time.
- Some subject leadership is at an early stage. A minority of subject leaders have not had the training they need to develop their knowledge of leading their subject. The school should continue to support subject leaders so that they have

the knowledge and understanding needed to develop and evaluate the effectiveness of their subjects.

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

Unique reference number	115617
Local authority	Gloucestershire
Inspection number	10288149
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair of governing body	Cliff Pooley
Headteacher	Andrew Milner
Website	www.coberley.gloucs.sch.uk
Date of previous inspection	7 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. The school is in the Diocese of Gloucester. At the most recent section 48 inspection of the school, carried out in October 2019, the school was judged to be good.
- The school does not use any alternative provision.
- The school provides an after-school club for pupils who attend the school.

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. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, school staff, parents, pupils and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, 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 Years 1, 2 and 3 read to a known adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtimes and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to the pupil survey and responses to the staff survey.

Inspection team

Lakmini Harkus, lead inspector

His Majesty's Inspector

David New

Ofsted Inspector

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