



# **INSTEAD REPORT**

**January 2018**

**Led by the School Council  
and assisted by Mrs Holman  
and Mrs Turner**

As a result of our school reviews and rigorous monitoring and evaluation of impact, we have identified the following key priorities to be included within the School Improvement Plan in September 2017:

### **Priority 1 – High pupil achievement**

***Long Term Goal - Pupil attainment and progress is consistently above local and national averages for English & Maths***

- Quality First Teaching secures substantial and sustained progress for all groups of children, especially for writing
- Improved outcomes for significantly underperforming groups ( Disadvantaged / Boys / Current Y1, Y5 and Y6 writing)
- Phonics and spelling outcomes are in line with national data

### **Priority 2 –Outstanding provision**

***Long Term Goal - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching***

- High expectations and a learning culture permeate all areas of school life
- Teachers have a deep understanding of how children learn and effective teaching strategies to use
- Assessment for learning is used to great effect to impact on the quality of learning
- There is a rich and varied curriculum that challenges, excites and engages all children
- Stimulating learning environments within EYFS that engage learners and develop curiosity

### **Priority 3 – Excellent behaviour for learning**

***Long Term Goal - Coxheath is a happy and safe school where all children enjoy learning and where everyone makes good progress***

- There is a strong culture of high standards and exceptionally positive attitudes to learning
- Improved systems and strategies secure excellent behaviour so that children are safe and feel safe at all times

### **Priority 4 – Ambitious and aspirational leadership**

***Long Term Goal - School improvement is rapid and everyone makes a significant contribution for leading change***

- Distributed Leadership through highly effective leaders
- Relentless drive to secure improved teaching and learning through excellent professional development and highly effective coaching and mentoring

### **Priority 5 – Highly effective use of school resources**

***Long Term Goal - Full value for money is achieved and resources are used effectively***

- Highly effective policies and systems in place (single central record, budget planning, deployment of staff, etc)
- Strong business management (including budget planning & monitoring) secures value for money

## Grade descriptors for overall effectiveness

### Outstanding (1)

- The quality of teaching, learning and assessment is outstanding.
- All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
- Safeguarding is effective.

### Good (2)

- The quality of teaching, learning and assessment is at least good.
- All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving it rapidly and securely towards good.
- Deliberate and effective action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being.
- Safeguarding is effective.

### Evidence we found during our inspection:

Our inspection team included all members of the School Council with Mrs Holman and Mrs Turner helping them. The learning walks, observations and interviews were carried out in the first full week back in January 2018.

The School Council in this report were introduced to the school and are referred to as 'inspectors.'

After the inspection, the inspectors commented how excited the children were to learn and how keen they were to show their learning to anyone that comes into the classrooms. They felt this was a good thing. It showed that the children knew what they were doing, were confident and proud learners.

The inspectors think that our books, displays and the lessons we saw in all classes are good and that Coxheath is a really good school to go to. The inspectors know that the school has improved a lot since April 2017 and say that it 'just keeps getting even better.'

The team feel that children are well looked after and cared for by the staff and other children who are 'really friendly' and that everyone feels safe at school. After their interviews with a sample of staff, the inspectors agree it is really good to have so many staff who love coming to work and want us all to do so well.

The inspectors highly recommend their school to other children and families considering Coxheath and say 'just have a look round and you will see how good we are.'

**Judgement: Good. We think we go to a great school and in time will be outstanding in all areas.**

## Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

### Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

**Evidence we found during our inspection:**

In April 2017 we had a new Head of School and Executive Headteacher as the Headteacher was leaving. Since then, the whole school has changed. When you come in everywhere has been decorated and our displays are now really good, showing the kind of learning we do in class. Lots of visitors say the school looks amazing and we think so too. We have changed our curriculum, assemblies and how the teachers teach us so we have to join in a lot and talk in lessons about our learning to help us understand. We also have to mark our work and use different pens to show where we improve our learning and where it is already really good. We have had lots of new teachers and there is a meeting each week to train the teachers to keep being really good. We learnt in our interviews with leaders how they make sure Coxheath is a really good school. Some of these included where leaders and other teachers work with other teachers to share their ideas and make sure they keep improving and also something called appraisals where teachers and all staff have targets each year to work on to make our school even better. Mrs Holman is in charge of safeguarding and we learnt that this includes making sure children are safe at home, at school and that behaviour is good at school, she also has Digital Leaders to help her spread information about online safety.

School leaders check our classrooms and learning every day and call this 'monitoring.'

Miss Peters' role as one of our AHTs has been to change the whole curriculum and it is now really good, interesting and exciting. The books we use are amazing. Children at Coxheath like a variety of learning. Most children really like English and Maths but also history, art, PE, science and much more.

Mrs Harrison is also one of our Assistant Headteachers and part of her role is to make sure teachers have CPD (continuous professional development) to improve and to check what all staff need to be the best they can be. The staff work together to help each other.

The team interviewed the Vice Chair of Governors. She said that the role of governors was to check the "money is being spent wisely and not wasted. Also what the children can and cannot do and how the school is improving." Her favourite part of the role was "making the school the best it can be. I am very impressed with the way we are changing as a school and excited to create an academy which will give children more things and teachers can share more over both schools. We also want to go from good to outstanding."

Inspectors found out that we have money called Sports Premium to make sure we have a focus on PE and fitness and Pupil Premium to make sure all children do really well in school. These children have mentoring which is where a teacher or leader works with them each week to check how they are doing.

Mr Lacey, the Business Manager and Mrs Vant, the Finance Officer work together to check how much money is being spent. They make sure the buildings are safe and warm. Mr Lacey has been in charge of the new build makes sure the contractors are doing what they ought to. His favourite part of the job is making sure things happen and go well. An example is when the two new classes should be done and painting and decorating is done at the right time. He is working at the moment on making the two schools academies. It will happen this year. Mrs Vant works with the budget, pays the teachers and staff, orders enough books and pens and equipment but also makes sure we do not spend too much. She also works with new staff doing all their paperwork and the personnel issues and organises all cover so classes always have teachers. Her favourite part of the job is budget monitoring where she looks at all the figures monthly and checks what money we have left and what we have spent. She said she loves it!

**Judgement: Good. Our school leaders are making sure we keep improving and that all staff and children do their best all the time.**

## Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

### Good (2)

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

### Evidence we found during our inspection:

In our Year one and two classes we observed a maths lesson where children were using place value counters and dienes to show tens and ones. We heard some good questions like 'How did you count out 34?' and we saw children go back to the

carpet for corrective teaching if they needed extra help. 'Show me how to count the numbers' and children worked together to use manipulatives to show the numbers. In another class we observed a guided reading lesson. We saw a group with the teacher and another with the teaching assistant. The children reading on their own were helping each other find tricky words and testing each other spelling them by writing them on whiteboards. The children had to also think about their book and describe the character and how they were thinking and feeling. We saw some children in one class having a reward time because they had done such good writing. The children were proud to show us their work. There was lots of evidence in the books we saw of neat handwriting, good use of our pens (green and purple and the highlighters) to show where children made corrections or worked with a partner or showed reasoning in maths and to see where they had done good work or where to use purple to improve their learning. We saw a Year 2 class all trying to improve their maths (tables) in the IT suite using our new game TTRockStars. The inspectors and the children in the suite started a big discussion about how good this programme was and all agreed it was a fun and great way to get everyone to try to get faster (get better at fluency in maths Ben said to us) and beat each other and the teacher's scores. Children in the suite could tell us how to be safe on computers and Chloe (Digital Leader) went on to explain how her role meant that children in class knew how to report problems at home or in school when using devices or a computer. She told inspectors that they were planning their assemblies and the parent workshop for safer internet day in February.

Children in KS1 all enjoyed home learning and really were talking at the moment about TTRockstars. They are very excited to be competing against each other and of course staff! The inspection team checked with KS2 children too and they also enjoy using Bug Club for reading and were proud to share their Home Learning books with us, saying sometimes their home learning was there to find out what we know or want to know before starting a new book or theme in class.

The inspectors commented on very good behaviour with children listening well on the carpet and working together to help each other if needed when at their tables. We saw calm children who had good imaginations. The children told us that they enjoy reading and love coming to school. Children brought us books (Lonely Beast, Bog Baby and The Jolly Postman) and talked about how they used these before or now for most of their learning. We saw children making Bog Babies using playdough and choosing decorations for hair and clothing. Children were excited to find out who the bog babies were and didn't know when they spoke to us.

The inspectors felt that the classrooms and KS1 building were bright and had 'beautiful displays everywhere' - Ben. Levi said there were 'absolutely stunning displays to show the learning' and Roisin commented that many rooms 'smelt nice' The inspectors commented on the learning walls to help children and the British values displays in each room to remind children of rules and what it means to be British or living in Britain.

We saw some children having 1:1 reading help with volunteer helpers and also Mrs Butler who helps children read really well.

On the playgrounds we saw children playing safely and they have a good system of wearing a band to come in to go to the toilet which means they are safe and we know who is inside. The children play nicely together and have lots of toys which they get out and put back in the shed each playtime.

The inspectors saw various children having help outside the classroom. Some Y6 children were doing some extra learning in the staffroom with a teaching assistant and showed us their work on adding and subtracting decimals. They said this group had helped them 'really get it'

On our walks we looked at the new build. Inspectors were pleased that it was nearly finished and that our two classes in KS1 would be moving outside hopefully later in term 4. The children checked the padlocks on the gates and the fencing to keep children out from the building site. The inspectors felt that this was quite exciting to see builders working everyday and couldn't wait to see the building. We watched the concrete flooring being finished and cement pouring out of a crane on a lorry to squirt it in the right places.

In year 5 we saw children working together in a group to work out spellings and words in anagrams. Some children were very good at this and some found it quite difficult but they worked well together to help each other work it out. We are having a focus on spelling and improving our spelling at the moment. In another Y5 class the team saw children developing their fluency by using place value counters to work out values of very big numbers. Eg 32651 and 456301. Inspectors commented on excellent concentration and focus by all children.

In Year 6 we saw some children having a mental arithmetic test. We went to the other Y6 class who were doing very hard algebraic equations and trying to work out what missing numbers were in calculations. The children were working very hard and using all their skills to work out how to solve the mystery! The inspection team went back into Pevensey maths group and saw children discussing their answers and so proud to beat their last score and get near to or above '30' Spontaneous clapping broke out for so many children to praise each other which was wonderful to see! After maths the children sensibly went back to their own classrooms. Inspectors felt that children were very mature and made no fuss and wasted no time. The children then started dictation to help them practise their spellings. They were very good at this we felt.

Books looked at in Y5 and Y6 were 'very good' with inspectors commenting on the use of pens to show how learning takes place and develops and this included using green pen for self and peer marking and reasoning in maths. Also lots of purple pen when improvements were made and highlighters to show good learning and where to improve. Jaiden said 'the learning is wonderful' and complemented the child and teacher on such!

Inspectors thought that presentation in years 5 and 6 was very very good but that it would be worth the School Council reminding their class to ensure presentation is of the very high standards seen in English and Maths books in all their work. Children should always remember to use a pencil and ruler to draw lines neatly in their books.

In the Year 3 and 4 rooms as you went in there was calm music playing in the background as children were writing. The inspectors said if this happens in their class it is 'very relaxing but helps you concentrate too'. The teachers and teaching assistants were working with groups and using highlighters to show where children were doing well or where to use purple pen to improve. The learning was linked to the core text 'Ice Palace' and the task was to write a letter to your parents if you were the character Ivan whose brother had been captured. You had to 'put yourself in his shoes and write your feelings'

Parents at the end of last term got a report for their child. The inspectors said that their parents had liked getting these.

The inspectors know that all children go on local visits and trips. They visit places that they are learning about. Everyone likes school trips. In year 3 the children all go swimming to try to get 25m if they haven't got it already. In Years 4 and 6 they go to Swattenden which is a residential visit. The team interviewed Miss Cooper, one of the admin team, who they learnt organises all the trips and this is a very big part of her role. She is organising the choir visit to the O2 at the moment for over 35 children and adults and all the parents going to watch too!

The team interviewed many teachers, teaching assistants and the cover supervisor. They found it very interesting to learn about the different roles and how they all help children be the best they can be. They were delighted that all staff said how much they liked working at Coxheath Primary because they liked the children so much! They were also interested to find out what other jobs the staff had held and what they liked the most about their job and what was the most difficult parts of their jobs. This was usually to do with having enough time to do everything they wanted to do in the school day.

Mrs Webber, one of our AHTs, is mainly responsible for assessment across the school and this is mainly about marking and feedback in books (including self and peer assessment) but also tests. It is very important that children understand what they need to do to get better.

**Judgement: Good and in many classes even better than good. We are learning so much and are proud of our school, books and learning. We love showing our learning and how well we are doing to visitors. All children are fully involved in their learning and know how to improve.**

## Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

### Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

### **Evidence we found during our inspection:**

Children at Coxheath are smart and show respect for everyone at school. It is one of their six values and was focussed on in the first term in September.

During the inspection (and thinking about our school on normal days too) the team agreed that behaviour was very good generally. If children did the wrong thing then teachers and adults helped them by talking about it or encouraging them to make a better choice next time.

There are behaviour ladders in every class where children can move up or down so you can always see how well you are behaving and learning.

There are lots of leaders in school who are called DSLs (Designated Safeguarding Leaders) who work with Mrs Holman to make sure we are safe. There are also things like photo name badges for staff and information leaflets, lanyards and signing in and out books for all staff and visitors so we can check who is in school.

At the start and end of the day Mrs Vella and Mrs Holman are on the gate so strangers can't come in and children don't leave without an adult unless they have permission. We might get CCTV to help check this too but we might not as it is expensive.

When interviewing the Family Liaison Officer the team talked about how she helped children and families who needed it and how part of her role was to ensure that children came to school every day and on time and that Attendance levels were good for the whole school. The team were interested to hear how many different people Mrs Vella worked with like the police and social services and the local PCSO.

Breakfast Club is 'absolutely amazing if your mum or dad needs to go to work early'

The activities seen were skipping, Lego, playing games, colouring and stickers, Jenga, building towers. The food choices seen were cereal, fruit and toast and jam. The children said that other foods include Scottish pancakes, crumpets, fromage frais and yoghurts. They thought this was a good selection. 'You have to have food if you haven't had anything at home. If you have you can just play.' There were 30 children present today. Normally there are 20-30 children but we have up to 40 on some days. Children can arrive from 8 o'clock and 'you just join in.' Children could show me where they put their coats and bags 'so they don't get muddled up' and knew to sign in with Mrs Mallon when they arrived. The children asked gave 4 stars out of 5 and said the club was 'really good' They said that they would give 5 stars if there were more activities to choose from. After discussion children said they may like to go outside more if the weather was nicer; to have a rota of activities eg a short film or cartoon, to dance along to Just Dance using the interactive whiteboard and to have themed days eg Movie Monday, Fit Friday.

When asked if they felt safe at Breakfast Club the children said 'Yes and we have had a lockdown practice (could explain how this worked) and we are having a fire drill practice soon too so we know what to do again.'

We discussed having leaders at breakfast club with the possibility of older children helping younger ones if they need it but the children said 'All the children just help each other if they need to and this is better so we can all enjoy it and not have jobs.'

#### **Lunchtimes and playtimes**

We saw children eating in the KS2 hall having packed lunches. The Y6 children were delighted to tell the team that they had sorted out lunchtimes by lining up by who they wanted to sit with so they could chat and eat with their friends. The dinner staff agreed that this was working better too. In the served food hall (KS1) the children were sitting in their age groups and classes. The lunch was a roast dinner which looked very nice. The children said that roast was one of their favourite school dinners and that school dinners generally were very nice.

The team know that the school encourage Healthy Eating and fitness. There are many clubs and these include: Running Club, Karate, gymnastics, street dance. Children also take part in competitions like basketball, football and netball with other schools. We also have other clubs like sewing, craft, homework, school magazine, Bug Club and more!

We have sports leaders who help us play sports at lunchtimes and get the equipment out and check it every day.

Children can learn an instrument at Coxheath if they want to. We currently have lessons for children in clarinet, piano and guitar.

Mrs Brett (SENCO assistant) leads the Young Language Ambassadors in school and also takes a club of children at lunchtimes to read on Bug Club. She helps Mrs Grimley make sure all children in school do really well.

The inspectors checked the toilets in each room and area and felt they were clean and they checked the soap, hand towels and tissue paper.

The first aid area was clean and had lots of things in there in case you needed them. Many of the inspectors had needed first aid at some point at school and said that 'adults who have the qualification can help you. You have to get a first aid person and they sort you out. They tell your parents if it is a bad thing like a cut or you hurt your head badly. You can stay in the room until you feel better.'

The children at Coxheath go to church each term to sing and celebrate festivals like Harvest, Christmas and Easter. David the vicar is also a governor at our school and he does assemblies too. So do visitors like Family Trust.

Mrs Rout in the office is responsible for the admissions of all new children and also to make sure if children leave that all the paperwork is completed properly and sent to their new school.

The caretaking team (Mrs Cooper and Mr Bird) look after the school buildings and site, making sure all of it is safe and working properly at all times. This includes things like the heating, lights and toilets. They lock and unlock the school every day and mend anything that is broken.

There is hardly any bullying or racism at Coxheath and behaviour is dealt with very seriously so everyone is safe and looked after at school. Children (in assemblies and lessons like PSHE) learn about being kind, respectful and showing excellence in all they do.

**Judgement: We think our behaviour in and out of class overall is good. We like school and enjoy learning. We are well cared for at school and encouraged to do our best.**

## Grade descriptors for the effectiveness of the early years provision: quality and standards

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high-quality evidence. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
- Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

### Good (2)

- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- Safeguarding is effective.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- The quality of teaching is good.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
- Children, including those who have special educational needs and/or disabilities, make consistently strong progress from their starting points. Children develop the knowledge, skills and understanding needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any differences between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are diminishing.

### Evidence we found during our inspection:

In Early Years we saw a difference because children were learning in and outside. All the inspectors said they would like to be back in early years! The inspectors said 'children are playing but learning' and that they 'have very good imaginations'

We saw lots of children dressing up, organising the clothes and acting out characters such as police, firemen and princesses. The inspectors also saw children playing in the role play (Antarctica) and finding food and making nests for penguins. Also measuring their height against the Emperor Penguin. Children were learning about the world and using globes to look at countries. Children were estimating how long it would take to travel around the whole world and noting them down in a list.

The teachers were helping children play safely and reminded children in the ice experiment (to melt it) to pull up their sleeves and wear an apron and made the children think why this was sensible. There was ice in the water tray. The children were trying to use paint, brushes, their hands and other things to melt it. They commented about why was it still ice in the afternoon. The police officers were finding one more and less in the cars and a group of children were sat at a table writing sentences and drawing pictures.

The inspectors liked the way the adults were where the children moved to and liked the door from Leeds Class (shut but you could see in) and the AstroTurf which is new. The adults make observations and put them in their learning journey books to show how much the children have learnt in school in their reception year.

Mrs Holman is the leader at the moment for early years and loves making sure children start school really well and have fun and want to learn.

**Judgement: Good, we are starting to look at outstanding now to work towards.**

## Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

### Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

### Evidence we found during our inspection:

The children in the inspection team know that our school was not doing so well a few years ago. They are aware that since April so many things have changed. Some said 'almost everything apart from the children and the building outside had changed' They felt that their books now showed really good learning and were shocked at some of the old books that they were shown. They were most impressed by the displays and how good learning looked 'everywhere in the school'

The inspectors learnt that leaders and teachers all look at data and information about every child regularly to see how well they are doing and make sure they are learning well. They have meetings and time out of class to spend time checking all of this.

When the inspectors interviewed Mrs Grimley our Inclusion Leader, they learnt that her job is to support all of the pupils in school. She has lots of meetings with parents and other people who may need to help a pupil, for example a physiotherapist or speech therapist. She completes referrals, to ask for advice. She visits pupils in class and works with their teachers and TAs to help them ensure all children are making progress with their learning. She organises training for staff and checks that interventions are helping children to get better at their learning. Her favourite part of her work is when she gets to work with children and see how amazing they all are. Also, when something that she's helped with makes a difference for a child.

**Judgement: We think that we have improved alot since April and are within the 'good' grading. One 'inspector' said that 'this is the best the school has ever been!' We know that if we all keep trying, we can be even better.**