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Mrs K Blacoe
Headteacher
Colne Primet Primary School
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Dear Mrs Blacoe

Ofsted monitoring of Grade 3 schools: monitoring inspection of Colne Primet Primary School

Thank you for the help which you and your staff gave when I inspected your school on 25 May 2011, for the time you gave to our phone discussion and for the information which you provided before and during the inspection. Please pass on my thanks to the staff, members of the governing body, and pupils who gave up time to talk with me.

There have been no significant changes to the context of the school since the previous inspection.

As a result of the inspection on 8 March 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

Attainment has improved since the previous inspection, although this improvement has been uneven across key stages and between subjects. Overall, it is below the national average but not significantly so. In 2010, pupils did not take part in the national tests at the end of Year 6. Teacher assessments showed there was an improvement in attainment in English but a decline in mathematics. The current Year 6 pupils are expected to do better in both subjects. In Key Stage 1 attainment in reading, writing and mathematics improved in 2010 from significantly below the national average to just below. Unvalidated results for 2011 show further improvement in reading and mathematics.

The school has focused on raising standards in English and the proportion of pupils meeting or exceeding their challenging individual targets has increased. Some of the weaknesses identified by the previous inspection in relation to pupils' stamina when working independently and being too quickly satisfied with their own efforts remain but most pupils are now making better progress in their learning both in lessons and over time. The

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introduction of daily structured phonics sessions for all pupils has improved the accuracy of their spelling and an emphasis on comprehension skills has contributed to improvements in pupils' reading. These are just two examples of the wide range of appropriate strategies that have been put in place to overcome underachievement.

Although improvement overall is judged to be satisfactory, it is good in one important area. Senior leaders have committed significant resources to the implementation of new procedures to assess, monitor and track pupils' progress as individuals, groups and classes. Staff have responded positively and introduced these earlier than planned. The subsequent analysis and use of the information generated underpins the school's increasing capacity for further improvement and the satisfactory and improving progress being made in relation to standards, quality of teaching and the work of the governing body.

Teachers, pupils and parents can now see at a glance a pupil's performance and progress across a range of indicators including attainment, attendance, punctuality and behaviour. Performance is reviewed regularly and discussed three times a year in one-to-one sessions between teachers and pupils followed by discussions with parents. Any lack of progress is identified and tackled quickly. Individual assessments and records feed into class and school level systems which enable senior leaders to monitor accurately and rigorously the progress and well-being of all pupils. Teachers are held responsible for pupils' performance.

Pupils are very clear about their current performance and how to improve both in their academic work and their attitudes to learning. Both attendance and punctuality have improved markedly. The quality of teaching is improving. Teachers report an increased understanding of what pupils are required to do to sustain good progress. Lesson plans are clearly linked to assessments of pupils' current performance and tasks are differentiated to meet the learning needs of groups and individuals. Teaching assistants are usually well deployed to support individuals and groups and well informed about their needs. Learning objectives are shared clearly with pupils. Teachers use their knowledge of individual pupil's objectives to target their questioning and their praise. However, the quality of marking remains inconsistent. At its best it provides pupils with precisely worded guidance about how to improve their work and focuses on the identified learning objective.

In the Early Years Foundation Stage, adults' observations are now used effectively to identify the next steps in learning for each child. Informative 'Learning journey' booklets are compiled that enable staff to monitor the quality of learning across the curriculum and to share children's progress with their parents. Well-targeted training, for example on the observation and assessment of pupils' work, is proving effective in developing the skills and competencies of staff.

Governors received training on the new monitoring and tracking procedures and are updated regularly on pupils' progress. This information, together with the establishment of a standards and effectiveness group within the governing body, is helping governors to monitor more effectively the school's work and hold it to account for pupils' progress and attainment. Their relationships with staff remain supportive. Their engagement with pupils

has increased through, for example, their involvement in the 'Friday's children' sessions but they do not yet engage sufficiently often or purposefully with parents.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Susan Brown
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place 08 Mar 2010

- Raise standards in English to at least the national average by:
 - helping pupils to improve the accuracy of their spelling and grammar
 - encouraging pupils to use their prior knowledge and think more about their work.
- Improve the systems to monitor and track pupils' progress by:
 - ensuring that the information that is gathered is easy to access and understandable to all teachers.
- Improve the quality of teaching by:
 - using assessment more effectively to adapt work according to pupils' different abilities
 - providing pupils with precisely worded guidance about how to improve their work
 - ensuring that in the Early Years Foundation Stage adults' observations are used to identify the next steps individuals need to take in their learning.
- Increase the rigour with which governors monitor the school's work and hold it to account for pupils' progress and attainment.