

Colebrook Junior School

Inspection report

Unique Reference Number	126252
Local Authority	Swindon
Inspection number	360028
Inspection dates	26–27 January 2011
Reporting inspector	Colin Lee

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair	Gary Wallage
Headteacher	Jane Wheatley
Date of previous school inspection	29 January 2008
School address	Towcester Road Swindon SN3 4AS
Telephone number	01793823057
Fax number	01793 820341
Email address	admin@colebrook-jun.swindon.sch.uk

Age group	7–11
Inspection dates	26–27 January 2011
Inspection number	360028

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 12 lessons taught by six teachers. They observed the school's work and looked at the data the school has collected on pupils' attainment and progress, the school improvement plan, school planning documents and procedures for keeping pupils safe. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors spoke to a number of parents and carers, and analysed 74 questionnaires completed by them.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of initiatives introduced to improve pupils' attainment and progress in writing and mathematics throughout the school, especially for the more-able pupils.
- The extent to which pupils are involved in setting their targets and assessing their own and their peers' work.
- The use of the whole curriculum for pupils to apply and develop their skills in literacy, numeracy and information and communication technology.

Information about the school

The school is smaller than average in size. There have been frequent changes of headteacher in the past four years. The headteacher of another Swindon primary school is currently also acting as interim headteacher of Colebrook Junior. Pupils are taught in five classes, one for each year group plus a mixed Year 3/4 class. Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is lower than the national average. The school has awards for several aspects of its work, including Healthy Schools status and the Active Mark award for physical education and sport. The school has a breakfast club but this is not managed by the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is flourishing in this period of stable leadership and showing significant improvement in its provision and the outcomes for pupils. Staff morale is high, pupils are enjoying their education and there is a strong sense of teamwork amongst all members of the school community. This ethos has been created by the headteacher's outstanding leadership, which provides a constant and excellent drive and ambition for improvement that is shared by all.

Pupils achieve well. They make good progress because they are taught well. After several years of pupils leaving the school with little better than average attainment, there is a marked improvement and the pupils in Year 6 are now achieving above average levels of attainment. Good care, support and guidance have an impact on pupils' personal development, which is improving throughout the school. All the outcomes for pupils are good and attendance is high. Behaviour is good, especially in lessons and assemblies. An impressive feature of pupils' good spiritual, moral, social and cultural development is their very good knowledge of other cultures. Their moral code is strong and they place great emphasis on helping others. Pupils love physical activity and have a good understanding of its importance and of the need for healthy eating as the basis for a healthy lifestyle. The vast majority of pupils say that they feel safe at school. They take on responsibilities conscientiously and know that their views are valued. They make good contributions to the school and local communities.

Pupils' good achievement is evident for most groups because their progress is checked thoroughly and there is good assessment of their learning in lessons and over time. Some inconsistency between teachers in their provision for the more-able pupils means that there are occasional lessons where these pupils do not progress as rapidly as they could. Pupils very obviously enjoy the learning opportunities provided by a curriculum that strongly emphasises first-hand experiences. However, curriculum planning does not show clearly enough where pupils' literacy, numeracy, and information and communication technology skills can be applied. This means that opportunities are lost for pupils to practise these key skills regularly in other subjects. ♦

Senior and subject leaders follow a well-planned programme of monitoring and evaluation of all aspects of the school's work. This ongoing, rigorous self-evaluation means that the school knows itself well. Subject leaders have been very effective in leading the initiatives that have raised attainment and accelerated pupils' progress. This is particularly evident in writing and mathematics. ♦♦ There are many new members of the governing body, most governors are new to the role but they are quickly establishing good working relationships with staff and becoming increasingly well informed about the day-to-day life of the school. They ensure that important responsibilities, such as safeguarding, are secure and

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

effective. The school's partnership with parents and carers is satisfactory and improving. However, parents and carers receive insufficient guidance on how to support their child's learning.

◆ All outcomes and quality of provision, coupled with the skills and impact of leaders and managers have improved since the last inspection, and significantly so in the last year. This demonstrates the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Ensure that the more-able pupils are consistently challenged in all lessons so that they always make the progress of which they are capable.
- Ensure that the curriculum provides very good opportunities for pupils to practise their literacy, numeracy and information and communication technology skills in other subjects.
- Promote a stronger sense of partnership with parents and carers by regularly providing them with information and guidance that will help them support their child's learning more effectively. Promote a stronger sense of partnership with parents and carers by regularly providing them with information and guidance that will help them support their child's learning more effectively.

Outcomes for individuals and groups of pupils

2

A prominent feature of most lessons seen during the inspection was pupils' obvious love of learning. This was typified by the Year 3 pupils' tremendous enthusiasm as they started writing about the characters in their stories about the fantasy world they had created. They talked excitedly about the ideas they had developed in earlier lessons and could not wait to incorporate them in the first draft of their stories. Pupils are very clear about how their activities are, helping them to learn, and they are self-motivated by a desire to improve. The Year 6 pupils recognised which of their personal targets were relevant when they wrote instructions about how to play a Victorian game. Pupils also showed appreciation of each other's work, as was evident in the spontaneous applause after a pair of Year 3 pupils demonstrated the hornpipe dance they had created. These positive attitudes contribute much to their good achievement and strong progress.

All groups of pupils are meeting the high expectations set for their progress and this is driving attainment upwards. The improvement in attainment is consistent throughout the school and is evident in many subjects, none more so than in writing and mathematics. Pupils of all abilities have a mature ability to work independently. For example, pupils with special educational needs and/or disabilities work equally hard whether they have adult support or are working independently, and make equally good progress. There is strong emphasis on pupils working collaboratively and this has a marked effect on the quality of learning as well as on their social skills. A group of talented Year 6 artists listened respectfully to the ideas of others, as they planned how to paint, an abstract portrait of Queen Victoria. ◆

◆ Pupils with special responsibilities, for example running the tuck shop, as play leaders or as class representatives on the school forum, enjoy their roles. Play leaders' excellent

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

organisation of a large group game one playtime attracted many eager participants. Pupils' feeling of being safe in school reflects not only the good quality of care but also the consideration shown by most pupils of the needs of others. Pupils' exemplary behaviour in most lessons is not quite matched by a small number of pupils at playtimes. The school forum made the very good suggestion that some of the posters and displays used in the annual anti-bullying week should be permanently in place by the playground. This would provide a constant reminder to all pupils of the behaviour code that most try hard to follow. ♦The good outcomes in pupils' personal development and above average attainment in English and mathematics mean that pupils are well prepared for the next stage in their education.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is sharply focused on achieving a high quality of learning. Teachers use a range of strategies in lessons, such as target setting and self- and peer assessment, to keep pupils focused on their learning. Pupils' involvement in their own assessment and individual target setting is a new development but it is quickly having an impact on their learning. Teachers provide regular opportunities for work to be reviewed. Whether pupils are reading a partner's piece of writing or observing skill practices in physical education, they comment constructively on good features and what can be improved. Use of all forms of assessment is good. In the short term, it is generally used well to provide pupils with

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

learning activities that are closely matched to their abilities and needs. In a few lessons, however, this matching was seen to be inconsistent for the more-able pupils. Lack of sufficient challenge resulted in these pupils not making the maximum progress. ♦ ♦ There is thorough checking of pupils' progress over time and there is a quick reaction to rare underachievement by any pupil, with a programme immediately put in place to address the pupils' needs so that they quickly catch up.

The curriculum is enriched well by frequent use of community resources and events, educational visits and visitors to the school to support pupils' learning. The school's involvement in community-based African and Indian days has had particularly effective impact on pupils' cultural development. Attractive displays in classrooms and around the school support and celebrate pupils' learning. There is a good range of clubs and activities outside the school day. Take-up of many of these activities is high. All provide a popular extension of high quality learning opportunities for pupils. The broad range of sporting activities is a key reason for the school receiving the national Healthy Schools and Active Mark awards. However, the curriculum provides insufficient opportunities for pupils to practise their literacy, numeracy and information and communication technology skills in other subjects.

♦ The good quality of pastoral care, guidance and support has strong impact on pupils' personal development, particularly their social skills. The needs of any pupils, whose personal circumstances may make them vulnerable, are fully met and there is extra help and support for these and all other pupils whenever they need it.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders drive school improvement very effectively. All staff share a strong sense of purpose and a determined ambition to improve the school, and they work closely together to monitor the impact of school improvement measures. Monitoring is rigorous, extensive and sharply focused on checking whether pupils are achieving the very challenging targets set for them. ♦ Senior leaders have an impact on the quality of teaching and learning.

There has been an extensive programme of professional development for staff, using both the expertise of the school's own staff and that arising from close partnership with other schools. This has raised the quality of teaching.

Staff and pupils gain much from the good partnerships with other schools, professional and community organisations. The school's promotion of community cohesion is good. It works hard at integrating all pupils into the school and local community. Close links with a

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

school in Gambia enable pupils to understand the similarities and differences of people's lives in the two contrasting communities. ♦ However, similar links with schools in other parts of the United Kingdom are less well developed. Leaders and managers promote equal opportunities and tackle discrimination well. These values are central to the school's ethos. Although the gaps in attainment between different groups of pupils have been closing rapidly, some variance remains in the progress made by the more able pupils. Most governors are in the early stages of developing their roles but the governing body is vigilant in ensuring that all statutory requirements are met particularly in relation to safeguarding. They ensure that all safeguarding arrangements are thorough and robust, and that staff are appropriately and regularly trained in attending to health and safety, risk assessment and child protection issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Just over half of parents and carers returned the questionnaire. Of those, the vast majority are very happy with the school and levels of satisfaction are above average. Parents and carers see many strengths and are particularly appreciative of how the school keeps their children safe and helps them to adopt healthy lifestyles. Many questionnaires had additional positive comments that praised the quality of teaching. Inspection evidence leads inspectors to agree with all these positive views. ♦ The few expressions of concern about unacceptable behaviour are more than counter-balanced by written comments that praise discipline. The inspection team during this inspection judges, behaviour to be good. A very small minority of parents and carers are of the view that the school does not do enough to help them support their child's learning. The inspection team endorses this concern and recommends this as an area for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colebrook Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 149 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	39	41	55	4	5	0	0
The school keeps my child safe	29	39	44	59	0	0	0	0
My school informs me about my child's progress	19	26	48	65	6	8	0	0
My child is making enough progress at this school	16	22	49	66	6	8	0	0
The teaching is good at this school	18	24	49	66	2	3	0	0
The school helps me to support my child's learning	12	16	45	61	13	18	0	0
The school helps my child to have a healthy lifestyle	22	30	49	66	2	3	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)	14	19	46	62	3	4	1	1
The school meets my child's particular needs	19	26	45	61	6	8	0	0
The school deals effectively with unacceptable behaviour	13	18	47	64	5	7	4	5
The school takes account of my suggestions and concerns	16	22	39	53	7	9	2	3
The school is led and managed effectively	11	15	48	65	7	9	5	7
Overall, I am happy with my child's experience at this school	23	31	45	61	3	4	2	3

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 January 2011

Dear Pupils

Inspection of Colebrook Junior School, Swindon SN3 4AS

I am writing to thank you for helping us during the inspection of your school. We especially enjoyed talking to you and listening to your views. We have taken these views into account in writing this report. Colebrook Junior School is a good school. Here are some of the main findings from the report.

- You said how much you enjoy school and we saw that in your enthusiasm in lessons and your ability to work hard.
- You are making good progress and your attainment is above average, particularly in reading, writing and mathematics. Those of you who find learning easy can make even more progress and we have asked teachers to give you challenging work in all lessons.
- You are taught well and teachers plan a satisfactory curriculum that gives you interesting learning opportunities. However, we have asked the school to give you more opportunities to develop your literacy, numeracy and information and communication technology skills through other subjects.
- Your parents and carers can help you more with your learning if they have helpful information and guidance about how to do this. We have therefore asked the school to provide your parents and carers with regular information and guidance on how to support your learning more effectively.
- Your behaviour is good and we saw how well you all look out for one another. This makes your school a happy place that everyone enjoys going to.
- You do many jobs around the school that help it run smoothly and you make a good contribution to the local community. ♦♦♦
- You say you feel safe in school; this is because all the adults do a good job in looking after you and making sure that get help whenever you need it.
- The headteacher leads and manages the school outstandingly well and all the adults work well together to help the school to improve.

Thank you once again for your help during our visit, and best wishes for your work in the future. You can help by continuing to work hard, enjoying learning and helping your teachers to make Colebrook Junior School even better.

Yours sincerely

Colin Lee Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.