

# Colville Primary School

## Inspection report

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<b>Unique Reference Number</b>	110665
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	363767
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Joseph Peacock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Hart
<b>Headteacher</b>	Andrew Hastings
<b>Date of previous school inspection</b>	14 May 2008
<b>School address</b>	Colville Road Cherry Hinton, Cambridge CB1 9EJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed 12 teachers. They held meetings with the headteacher, members of the governing body and staff, including those in the speech and language centre. They talked to parents and carers and to pupils, and examined school planning and assessment data. Inspectors observed the school's work and looked at documentation including minutes of governing body meetings, improvement planning, and that relating to safeguarding and children's welfare. They scrutinised 80 questionnaires returned by parents and carers, and those returned by staff and pupils.

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

- How effectively attainment is being improved in Key Stage 1, in mathematics by Year 6, and for all pupils with a statement of educational needs.
- How well the curriculum is meeting the learning needs of pupils, including those in the speech and language centre.
- In the Early Years Foundation Stage, the quality of the provision for learning indoors and out, and its impact on the progress children make.

## Information about the school

The school is slightly larger than the average primary school. Numbers will increase significantly when the current building work is completed in August and the school has two classes in each year. Just over half of the pupils are of White British heritage; the rest are from a range of ethnic backgrounds and almost half of this group speak English as an additional language. The proportion of pupils who join or leave the school partway through each year is higher than average. The proportion of children with special educational needs and/or disabilities is well above average, and a very high proportion have a statement of special educational needs. Most of these pupils attend specially resourced provision in the Speech and Language Centre, which has places for 24 pupils in three key stage units. This is currently managed by the local authority but will be managed by the school from September 2011, and the pupils who attend travel from a wide area. An average proportion of pupils are known to be eligible for free school meals. The school has a number of nationally recognised awards including Healthy School status and the Activemark award.

**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. The effective leadership and management provided by the headteacher and his senior leadership team have ensured the disruption caused by the major building project has been kept to a minimum. As a result, school improvement has been maintained at a good pace.

Pupils clearly enjoy coming to school. They feel very safe because of the strong relationships they have with staff and the friendship of other pupils. The full integration of pupils from the Speech and Language Centre and pupils from many different ethnic backgrounds enhances the care, kindness and consideration shown by all pupils towards one another. Behaviour is good in lessons and most pupils show how keen they are to learn. Their attention only wavers when teaching does not provide them with suitably challenging tasks and this affects how much progress they make. Growing, harvesting and cooking produce from the well-tended school garden adds to their excellent knowledge about living a healthy lifestyle.

Children enter the Nursery with skills that are well below those expected for their age, and most make good progress by the end of the Reception Year. Children from the early years section of the Speech and Language Centre rejoin their own schools after intensive support from specialist teachers. Those in the Key Stage 1 and 2 centres are fully integrated into the classes at this school and make satisfactory progress in their speaking and listening but slower progress in other areas because they spend so much time with specialist teachers in the centre focusing on their communication skills. As a result, the attainment in reading, writing and mathematics for pupils with a statement of special educational needs is below similar pupils' performance nationally. Overall attainment by Year 6, which includes the performance of pupils from the centre, is average in English and mathematics, reflecting good progress for all other groups of pupils.

The quality of teaching and learning is typically good, but pockets of inconsistency remain. Most pupils know their appropriately challenging targets. Teachers constantly check that pupils are on course to achieve their end-of-key-stage targets. The quality of specialist speech and language teaching is good, and some pupils make good progress in speech and language. However, pupils with a statement only have short-term targets that are not always sufficiently challenging. The quality of marking is inconsistent throughout the school with some pupils not having clear guidance on how to further improve their work.

The headteacher and staff monitor carefully and regularly how effectively the curriculum is meeting pupils' needs and the progress they make. The governing body, through training, is increasingly becoming involved in helping to evaluate outcomes and provision. Its members' good knowledge and involvement with staff ensure that their evaluation of the school's effectiveness is accurate. They ensure that pupils are kept safe, but do not check

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often or rigorously enough to ensure that all policies, procedures and documents such as the register of staff are up to date.

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

- Raise attainment by the end of Year 6, particularly in mathematics, by:
  - ensuring that the quality of teaching and learning is more consistently good from Reception to Year 6
  - providing challenging tasks for pupils of all ability levels throughout the school
  - giving pupils clear guidance on how to improve when marking their work.
- Improve attainment and progress in English and mathematics for pupils in the Speech and Language Centre by:
  - ensuring that there is a greater emphasis on teaching skills in reading, writing and mathematics
  - using assessment information to set more challenging targets to be met by the end of each key stage.
- Ensure that the governing body implements more robust systems for checking the quality of safeguarding.

## Outcomes for individuals and groups of pupils

**2**

School assessment data and lesson observations show that pupils make good progress in Key Stages 1 and 2. Pupils generally do well in lessons because they listen attentively and are keen to learn. They always try their best to complete whatever they are asked to do by their teachers. On occasion, teachers do not ensure tasks are challenging enough to promote good progress. Attainment is rising in English, but not at the same rate in mathematics. The performance in the national tests for pupils with a statement in the Key Stage 1 and 2 centres is included in the overall performance at each key stage. By Year 6, attainment is average in English and mathematics. When the test results for pupils in the centre are removed, attainment is above average in English, with reading being well above average, and average in mathematics. There are good arrangements to help pupils who join the school during the year to settle in, and work is carefully planned to meet their learning needs. This enables them to make good progress. Most of the pupils in the school who have special educational needs and/or disabilities are not in the centre, and they make good progress because of the close support of adults, enabled by the favourable ratio of teachers and their assistants in each class.

Pupils develop a good understanding of responsibility through the range of jobs to be undertaken and their involvement on the school council. The school is an integral part of community life and pupils are often involved in community events such as charity fundraising. Taking on additional responsibilities in school and the local community considerably extends their social development. Attendance has steadily improved over the past three years and is now in line with national figures. Pupils' good behaviour, attitudes to learning and competent skills when using computers further enhance skills that will be of benefit for them in later life. Topics include lessons about different cultures and faiths,

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and most pupils have a good knowledge of religions and cultures which are different from their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Teachers make good use of computers to support and enhance learning in lessons. In Year 6, pupils used computers proficiently to prepare visual presentations on their year for an end-of-term celebration. Pupils were highly motivated and worked independently to complete the task. On the occasions where learning is less effective, lesson introductions to the whole class are too long and teachers' expectations of what pupils can do are not high enough. Pupils' work is usually carefully marked, but there are inconsistencies in the quality of the comments about how the work can be improved upon. In the Speech and Language Centre, the overall quality of teaching and learning is satisfactory, resulting in pupils' satisfactory progress.

Pupils speak highly of their interesting lessons and the wide range of activities within and beyond the classroom. Good use is made of the school minibus to extend the range of experiences on trips and visits to places of interest. The well-planned curriculum is ensuring that attainment improves in literacy and numeracy. It also ensures pupils enjoy school and are excited about their learning. Staff expertise in art and design, music and information and communication technology ensures that skills in these subjects are effectively taught as part of the wide and varied curriculum. Mosaics produced by pupils

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are to be displayed within Cambridge's botanical gardens, for example, and pupils recently came third in a local competition for an animated film. The curriculum is enhanced by visitors, residential visits and well-attended extra-curricular clubs such as cooking and sporting activities.

Pupils are well cared for, guided and supported, enabling them to feel safe and confident. Parents and carers are equally positive about how well their children are cared for and looked after by staff. Pupils in the Speech and Language Centre benefit from the specialist tuition and guidance they receive when working in the centre. This ensures that they successfully overcome barriers to learning caused by their speech and language difficulties. Transition arrangements, including for late entrants into school and with other schools beyond the normal catchment area for pupils attending the centres are good, and ensure pupils settle quickly and make friends. Attendance is successfully promoted by staff and extremely well supported by parents and carers, who value what the school provides each day for their children. As a result, it is improving year on year.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The effectiveness of leadership and management is illustrated well by the reputation the school enjoys with parents and carers. This reputation is fully justified. Staff work as a team and their drive and determination to continue to improve underpin the improvement since the previous inspection. Leadership and management of the Speaking and Language Centre are satisfactory. This reflects the overall quality of teaching and the progress pupils make. The governing body is well informed and has a clear view of the school's strengths and where improvements can be made. The current school improvement plan reflects its commitment, and includes a relevant list of areas to develop, monitor and evaluate. Its members regularly attend training and use their expertise help the school evaluate how effectively it is meeting its targets.

The tracking of the pupils' progress is thorough, and analysis of provision is detailed. This provides valuable background for the headteacher's discussions with staff and individual pupils about progress. Detailed evaluations of how well boys, girls and those pupils with special educational needs and/or disabilities are doing illustrate the school's successful work to promote equality of opportunity. Attention to detail is excellent. For example, a three-wheeled cycle was provided for one pupil to complete a cycling proficiency course. The school has effective relationships with parents and carers, who are partly responsible for the high standards in reading through their support at home. Their views are regularly sought and acted upon. Many were keen to let inspectors know how highly they rated

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their close involvement with the school and how much they enjoyed organising events such as the disco and pink day.

The school has satisfactory arrangements for making sure that the pupils are as safe as possible. The teachers develop the pupils' knowledge of staying safe by using the specialist knowledge of visitors such as the local police. At present, however, the evaluation of safeguarding procedures by the governing body is not sufficiently rigorous, and this is increasingly important as the school gets bigger. The senior leaders promote community cohesion well, and the ethnic mix within the school is used effectively to develop the pupils' understanding and knowledge of communities beyond their own.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

It is a credit to staff that the quality of provision has been maintained during the building work. Reception children are housed in two temporary classrooms and the Nursery has lost half its outdoor learning space. Observing the builders and role play using construction materials have been regular features of learning for the Nursery children, who are right next to the building site.

Children get off to a good start in the Early Years Foundation Stage. They join the Nursery with particularly limited early reading and writing skills. About half speak English as an additional language and many are at the early stages of learning English. Most make good progress in all aspects of their learning because of effective teaching and learning and a well-planned curriculum. Good use is made of the outdoor areas. Even in the rain, there are good opportunities for children to play and learn in the fresh air. Learning in outdoor activities in the Nursery is well planned and closely linked to skills being promoted indoors. In Reception, the link between the two is not always made, missing opportunities for children to consolidate skills in a different context. The indoor and outdoor areas are well



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resourced and supplemented by access to a wooded area with paths and a pond. This area is used effectively to promote understanding of the natural world. Children in the Nursery enjoyed observing minibeasts through magnifiers, counting legs and trying to draw them. There is a good balance between activities directed by staff and those children choose for themselves. However, in Reception some lesson introductions with the whole class are too long to hold children's attention. The good ratio of adults to children ensures that children have the support they need to learn and make good progress, especially in learning letters and sounds during daily phonic sessions.

Leadership and management of the Early Years Foundation Stage are good. Effective systems to assess and track progress ensure that individual learning is planned for all, including those at the early stages of speaking English.

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

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

## Views of parents and carers

The overwhelming majority of the parents and carers who returned questionnaires clearly hold the school in high regard. There was over 95% agreement with all of the questions. In their comments, parents and carers particularly appreciated the dedication of staff and how much their children enjoy school. 'I would strongly recommend it,' was a typical comment. Inspection evidence endorses these positive views. A very small minority disagreed about how well the school takes account of their suggestions or concerns, and the amount of information about their child's progress. Inspectors investigated these aspects. Parents and carers are regularly provided with clear information about how well their children are doing. The headteacher and staff take any parental suggestions or concerns seriously and always try to deal with them in an understanding and appropriate way.

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

Ofsted invited all the registered parents and carers of pupils registered at Colville Primary 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	63	30	38	0	0	0	0
The school keeps my child safe	48	60	32	40	0	0	0	0
My school informs me about my child's progress	41	51	36	45	3	4	0	0
My child is making enough progress at this school	36	45	40	50	0	0	0	0
The teaching is good at this school	43	54	34	43	0	0	0	0
The school helps me to support my child's learning	37	46	39	49	2	3	0	0
The school helps my child to have a healthy lifestyle	33	41	45	56	1	1	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)	36	45	38	48	2	3	0	0
The school meets my child's particular needs	37	46	40	50	1	1	0	0
The school deals effectively with unacceptable behaviour	38	48	33	41	1	1	1	1
The school takes account of my suggestions and concerns	30	38	41	51	2	3	1	1
The school is led and managed effectively	46	58	31	39	0	0	1	1
Overall, I am happy with my child's experience at this school	47	59	31	39	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 July 2011

Dear Pupils

**Inspection of Colville Primary School, Cambridge, CB1 9EJ**

My colleagues and I really enjoyed our visit to your school. Thankyou for making us all feel so welcome. Your school is good and some things really impressed us, such as your knowledge of how to live healthily and the way the staff treat you as individuals and ensure you are all treated equally. Seeing you at work in lessons, and observing you at lunchtime and playtimes showed us how well you can all behave and how well you look after one another. It helps everyone to feel perfectly safe and happy at school. Your improving attendance year after year is a credit to you all.

One of the things stopping us judging your school higher is the standards you reach at Year 2 and in mathematics by Year 6. We have asked all your teachers, including those in the Speech and Language Centre, to plan more challenging work for you in lessons; work that will make you have to think hard. We are sure all of you will rise to the extra challenge and assessments will show even better progress in all classes. We would like to see standards in mathematics as good as those in reading and writing. Those of you in the centre do well in improving your speech and language but we would also like to see the same improvement for reading, writing and mathematics.

The youngest children in Nursery and Reception always try their best and just about everyone makes good progress before they move into Year 1. Your teachers are coping well with the noisy builders and are planning interesting work for you to enjoy both indoors and outside. We are sure that you are looking forward to your new accommodation and will keep trying to do your best, as you do now.

All of you are well cared for and supported by your teachers, who work hard to make sure you enjoy school and are safe. We would like the governors to check just how safe you are more often, especially as your school is going to be so much bigger. We hope that you continue to enjoy school, and that you continue to work hard to reach even higher standards.

Yours sincerely

Joseph Peacock

Lead inspector

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