

# Colham Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	102373
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	376710
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Alison Cartlidge

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>	591
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Wells
<b>Headteacher</b>	Simon Hawley
<b>Date of previous school inspection</b>	2–3 March 2009
<b>School address</b>	Violet Avenue Hillingdon Uxbridge Middlesex UB8 3PT
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	14–15 November 2011
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## Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 31 lessons taught by 21 teachers. Meetings were held with members of the governing body, staff, parents and carers, and pupils. The inspection team observed the school's work and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents presented by the school. Questionnaires from 59 parents and carers, 40 members of staff and 229 pupils were scrutinised.

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

- How provision is increasing pupils' progress, particularly that of boys and those with special educational needs and/or disabilities, especially in writing.
- How well teaching and the involvement of pupils in assessment meet differing needs and are moving learning forward.
- The impact of leaders at all levels, including subject leaders, year group leaders and the governing body, in ensuring continuity in teaching and learning.
- How well care and support help pupils to behave well and to enjoy school.

## Information about the school

This is a much larger-than-average primary school. The large majority of pupils are White British, with others coming from a wide range of minority ethnic heritages. The proportion of pupils who speak English as an additional language is high, although only a few are at the early stages of speaking English. The main home languages of these pupils are Somali, Arabic and Urdu. The proportion of pupils known to be eligible for free school meals is above average. The school has a broadly average proportion of pupils with special educational needs and/or disabilities. These pupils have a range of needs, including speech, language and communication difficulties and behavioural, emotional and social difficulties. The school has received several awards, including the National Healthy School Award and Activemark. There have been many changes in staffing, including of senior leaders, in the past two years. Children in the Early Years Foundation Stage are taught in a Nursery and three Reception classes.

The Children's Centre at the school was inspected separately. During the inspection the school was undergoing major building work.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Pupils are happy about coming to this satisfactory and improving school. Members of staff work well together under the clear guidance of the new senior leadership team, ensuring that pupils receive good pastoral care, behave sensibly and enjoy learning. Good partnerships with parents and carers are encouraging their active participation in workshops and a better understanding of what their children are learning and how they can be helped at home. One parent spoke for others by saying, 'It's an improving school and teachers are working harder.'

Children make a sound start to their education in the Early Years Foundation Stage. Members of staff provide many inviting activities but are not always giving enough opportunities or support for children in developing their speech, especially when they are working on activities they have chosen for themselves. Between Years 1 and 6, all pupils, including those who are learning to speak English as an additional language, build steadily on what they have already learned. There was a dip in attainment and progress after the previous inspection, but attainment is now broadly average by the end of Year 6. Pupils' progress remains slightly uneven between classes and subjects. Pupils do better in reading and mathematics than in writing. School leaders are aware that in writing, boys in particular do not always do well enough. Opportunities are missed for pupils to practise and extend their writing across the curriculum and when they do write in other subjects, teachers do not always expect them to produce their best work.

The quality of teaching is satisfactory, overall. However, teachers are involving pupils more in assessing learning, although advice given is not consistently followed through or used to refine planning to ensure that it leads to rapid progress. Pupils behave considerately towards each other and good safeguarding arrangements enable them to feel safe at school.

There are satisfactory procedures for school self-evaluation that support leaders in planning for improvement and there is a mostly accurate understanding of how well the school is doing. Several changes in senior staffing, beyond the school's control, have delayed the rate of development, but recent improvements are starting to have a positive impact. Pupils' progress is being tracked more rigorously so that support, including for those with special educational needs and/or disabilities, can be targeted more accurately. Subject leaders and year group leaders are starting to influence provision and progress so that remaining inconsistencies can be ironed out. Recent improvements in pupils' attainment and progress demonstrate competent leadership

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and a satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase progress, especially in boys' writing, by:
  - raising teachers' expectations for the quality of pupils' writing across the curriculum
  - increasing opportunities for pupils to practise and extend their writing in various subjects.
  
- Increase the proportion of good or better teaching by:
  - making consistent use of assessment in lessons to accelerate pupils' learning and progress
  - fine tuning planning to ensure differing needs are fully met
  - checking that pupils working independently are always making rapid progress.
  
- Improve provision and progress in the Early Years Foundation Stage, especially in speaking, by:
  - always using assessment information to plan children's next steps in learning
  - structuring greater opportunities for purposeful play that involves speaking
  - promoting discussion when children are working at tasks they have chosen for themselves, especially when they are working outside.

### **Outcomes for individuals and groups of pupils**

**3**

Attainment on entry varies. In the most recent year, the majority of children were working within the levels typical for their age when they started school in the Early Years Foundation Stage, although speaking was less well developed than other areas of learning. Pupils enjoy school and especially appreciate taking part in practical activities. For example, during an exciting start to a history lesson, pupils in Year 5 took part in role play about being evacuees during the Second World War and, as a result, were able to empathise with children from that era.

Pupils' achievement is satisfactory, including for those with special educational needs and/or disabilities, though progress varies between lessons. For example, in a mathematics lesson in Year 2, pupils developed a good understanding of the value of various coins by finding different ways of making a set amount. In contrast, in a history lesson, pupils were expected to wait for too long before writing down their ideas, limiting their involvement and the pace of learning. Recent developments in the additional provision for pupils with special educational needs and/or disabilities in

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the 'launch pad' are starting to have a good impact. Progress of pupils who are learning to speak English as an additional language is satisfactory, although there are occasions when work is insufficiently challenging for their levels of ability.

Pupils' satisfactory literacy and numeracy skills, along with their good personal development, prepare them satisfactorily for the next stage of education and later life. Rates of attendance are average, partly because of absence for holidays in term time.

Pupils say that they feel safe at school and they are very knowledgeable about how to stay safe. Pupils' spiritual, moral, social and cultural development is good. Clear guidance during acts of worship and in lessons supports this development well. Pupils support each other in their learning by evaluating each other's work, and they are good at taking responsibility. For example, the school council is proud of its recycling initiative and pupils have devised posters to encourage safe driving. Pupils have a strong sense of community and are developing knowledge of the wider world through lessons. The school deserves its National Healthy School Award and Activemark because pupils are keen to take part in the various sporting activities available, including the street-dance club, and understand the importance of healthy snacks.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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

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## How effective is the provision?

Teachers have good relationships with pupils and, consequently, they manage behaviour successfully. Pupils consistently behave well and are tolerant when learning is not sufficiently challenging. Teachers have secure subject knowledge, explain what pupils are expected to learn and use a range of resources, including information and communication technology, to support learning. In a good English lesson in Year 6, the teacher used a video clip to inspire pupils when discussing story settings, and in Year 1, pupils enjoyed giving 'bossy' instructions to 'Mr Robot'. In some lessons, teachers do not ensure that all pupils are challenged consistently, especially when they are working independently. This is because they do not make sufficiently rigorous use of assessment information to fine tune work for different groups of pupils or ensure that pupils fully understand the tasks.

Leaders have rightly made literacy and numeracy the key focus in the curriculum to help eradicate any underachievement in these subjects, and planning across year groups is helping to increase continuity. Work is underway to broaden the curriculum so that more learning takes place through topic work, especially writing. In some lessons across different subjects, opportunities are missed for pupils to make notes or practise other literacy skills that they have learnt previously.

Pupils, including those whose circumstances make them potentially vulnerable, receive good pastoral care and close links with parents and carers are established. The breakfast club run by the school supports families well and provides healthy snacks and safe activities. Transition arrangements are secure and help pupils to move smoothly from one stage of education to the next. Overall, care, guidance and support are satisfactory. Academic guidance is developing well but is not consistently leading to the rapid progress of all pupils.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders are securely embedding ambition and driving improvement. More rigorous monitoring arrangements and a shared understanding of what needs to be done to improve the school, help leaders to know what to do to help the school to become good in the future. Leaders competently promote equal opportunities and tackle discrimination. Pupils from different backgrounds are supported and encouraged

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equally; they are included well, socially, and the school is working appropriately with external agencies to eliminate unevenness in learning and progress between lessons and subjects.

The school’s safeguarding arrangements are successful in keeping pupils safe and appropriate temporary arrangements are in place to safeguard pupils during the extensive building work. Members of staff are thoroughly trained and safer recruitment procedures are followed carefully. Pupils and their parents and carers have confidence in the safeguarding arrangements.

The governing body meets statutory requirements and is knowledgeable about the school. It asks some challenging questions and is developing its role in improving provision and pupils’ progress. The school provides good opportunities for pupils to be involved in the local community and is expanding opportunities for them to learn in greater depth about cultural diversity in the United Kingdom and beyond, to complement pupils’ good knowledge of cultures represented in the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make satisfactory progress in the Nursery and Reception classes and enter Year 1 with broadly average attainment. Children settle into the Nursery well because members of staff work closely with parents and carers and establish good relationships with the children. Consequently, children gain confidence and learn to share and take turns sensibly. Members of staff are enthusiastic and work together well in both year groups to provide a variety of activities indoors and outside. The teaching of sounds and letters is a particular strength. For example, in a good lesson



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in one Reception class, children enjoyed talking about foxes when learning the letter 'x'. Children do not all have well-developed speech and while they are eager to share their experiences, opportunities are missed to promote talk especially through role play and when children are working on tasks they have chosen for themselves.

Children enjoy learning and behave sensibly. There are satisfactory arrangements for assessing learning in lessons, although information is not always used fully to provide challenge and to support the children's differing needs. Leaders have sound plans for improvement, including ensuring that there are more activities to help promote the children's speech, especially outside.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

While the proportion of parents and carers replying to the pre-inspection questionnaire was low compared with that of most primary schools, most of those who responded are positive about the school and are particularly pleased with the way their children enjoy school. The inspection team also found this to be the case. A few parents and carers expressed concerns over the way unacceptable behaviour was dealt with. The inspection team found that pupils behave well and no unacceptable behaviour was observed during the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Colham Manor 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 591 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	64	21	36	0	0	0	0
The school keeps my child safe	27	46	29	49	1	2	1	2
The school informs me about my child’s progress	28	47	28	47	2	3	0	0
My child is making enough progress at this school	21	36	35	59	1	2	0	0
The teaching is good at this school	19	32	37	63	1	2	0	0
The school helps me to support my child’s learning	17	29	36	61	3	5	0	0
The school helps my child to have a healthy lifestyle	21	36	34	58	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)	18	31	30	51	1	2	0	0
The school meets my child’s particular needs	17	29	37	63	1	2	0	0
The school deals effectively with unacceptable behaviour	17	29	32	54	6	10	0	0
The school takes account of my suggestions and concerns	15	25	27	46	2	3	0	0
The school is led and managed effectively	19	32	33	56	1	2	1	2
Overall, I am happy with my child’s experience at this school	31	53	22	37	3	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



16 November 2011

Dear Pupils

**Inspection of Colham Manor Primary School, Hillingdon UB8 3PT**

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You behave well and enjoy coming to school.
- You are good at helping around the school and in the local area.
- We agree with you when you say that teachers look after you well.
- The headteacher and other leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to help it improve.

- Help you to learn more quickly, especially boys in your writing, by always expecting you to do your best and giving you more opportunities to use and improve your writing when you are working in various subjects.
- Make sure that teachers always use information about how well you are doing to plan work and to check that you are learning quickly, especially when you are working on your own.
- Provide those of you who are in the Nursery and Reception classes with more chances to talk about what you are doing and to make sure work is just right for you, even when you are working outside on things you have chosen for yourselves.

Thank you once again for telling us about your school and letting us see your work. You can help your teachers by always doing your best writing.

Yours sincerely

Alison Cartlidge  
Lead inspector

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