

Collingtree Church of England Primary School

Inspection report

Unique Reference Number	122107
Local Authority	Northamptonshire
Inspection number	380404
Inspection dates	1–2 December 2011
Reporting inspector	Carol Worthington

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Rachel Coull
Headteacher	Sonia Clews
Date of previous school inspection	11 January 2007
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons led by seven teachers. Meetings were held with the headteacher, senior leaders, members of the governing body and a group of pupils. Inspectors observed the school's work, and looked at records of assessments of pupils' attainment, data tracking their progress, and samples of their work in books. All safeguarding documents were scrutinised. Inspectors analysed responses to questionnaires returned by 77 parents and carers, 11 staff and 84 pupils.

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

- Inspectors judged the effectiveness of the school's strategies to improve girls' attainment and progress in mathematics.
- They looked at how well pupils' writing is being developed in the whole curriculum.
- They investigated how effectively school leaders monitor and evaluate teaching and learning to ensure that it results in consistently good progress throughout the school.

Information about the school

This average-sized primary school is in a rural location close to Northampton. Most pupils are White British, and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average, with none having a statement of special educational needs. The number of pupils known to be eligible for free school meals is below average.

The school occupies two sites, one containing the Reception and Year 1 class, the other, Years 2 to 6. The two buildings are separated by a short walking distance, which pupils undertake every day for assemblies and at lunchtime. The new headteacher has been in post for one term.

The school has achieved national Healthy Schools status.

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

Collingtree Church of England Primary School provides a good education for its pupils. They make good progress and achieve well from their starting points because of the good teaching they receive. The strong leadership of the new headteacher has inspired the whole school community to share a common vision and ambition for success. Senior and middle leaders have been empowered to take charge of their areas of responsibility but are not yet fully monitoring the quality of teaching and learning. The rigorous school self-evaluation has accurately identified areas of weakness. Strong measures put in place to remedy these are already resulting in significant improvement. For example, the gap between boys' and girls' attainment in mathematics is closing. The governing body offers strong support and holds the school fully to account for the standard of education.

At its previous inspection, the school was asked to improve pupils' progress in writing through planned opportunities for writing in all curriculum areas. These have greatly increased by the introduction of exciting curriculum themes which teachers use well to plan for writing on a wide variety of topics. The new system for tracking pupils' progress has improved teachers' accountability and enabled school leaders to set accurate attainment targets. Most teachers have a good understanding of assessment information which they use well to plan work which matches the needs of all pupils. However, not all consistently use marking and feedback to direct pupils towards the next stages of learning by setting individual targets. Consequently, pupils are not always able to see for themselves how to improve.

Attainment is broadly average by the end of Year 6 in English. The dip in attainment in mathematics to below average in 2011, due to girls' underachievement, is being corrected by focusing on girls' motivation and classroom groupings. Challenging targets for the end of Key Stage 2 are being met in both English and mathematics, but the good content of written work is often let down by incorrect spelling. Staff use assessment well to provide for the needs of pupils with special educational needs and/or disabilities, most of whom attain average standards in English by the time they leave school. The maintenance of above average attainment and rapid recent improvement, combined with good provision and accurate self-evaluation, indicate the school has good capacity for further sustained improvement.

Pupils' personal qualities develop well, because of the good care they receive. They have good social skills, behave well and gain a good understanding of how to live healthy lifestyles. Pupils are well supervised and safety conscious in the playground.

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Pupils in Year 2 act as 'buddies' to Reception children, helping them to settle in well. They are proud of their school and make a good contribution to its smooth running by taking on a wide range of responsibilities.

What does the school need to do to improve further?

- Ensure that teachers' marking and feedback consistently inform all pupils how to move on to the next stages of learning, by:
 - setting individual targets for all pupils throughout the school
 - involving pupils more closely in using targets to assess their own learning and identifying where they need to improve.
- Ensure that all subject leaders regularly monitor teaching and learning in their subjects.
- Make sure that spellings are consistently learnt, practised and corrected in written work.

Outcomes for individuals and groups of pupils

2

Pupils join the school with skills and knowledge lower than expected for their age. They achieve well, and attainment at the end of Year 6 is broadly average. For the last two years, results in English have been just above the national average and in mathematics just below. The weaker performance of girls in 2011 was identified by the new headteacher, who rapidly put in place successful strategies to remedy this. Attainment in mathematics is improving rapidly in the current year, and is above average for both boys and girls in Year 6. Boys and girls achieved equally well when applying their numeracy in a Year 6 history project, estimating and measuring a plan of a Tudor warship designed to accommodate 80 men. In a Year 5 science lesson, both girls and boys wrote good, clear descriptions of an investigation into the evaporation of liquids; they drew and interpreted line graphs accurately to form their conclusions. Pupils in Year 2 demonstrated above average attainment in using connectives with verbs in the past tense to start paragraphs when recounting a visit to a fire station. Pupils with special educational needs and/or disabilities make good progress through the well-targeted support from teachers and teaching assistants who encourage their independent thinking skills through discussion before writing.

Pupils' good behaviour and attitudes make a significant contribution to their learning. They show responsible attitudes when negotiating their own classroom rules and electing school councillors. Pupils choose healthy snacks at break times and take part enthusiastically in a wide variety of sporting activities, such as the running club held after school, to keep themselves healthy. They contribute their own ideas to the curriculum and to the development of their playground. They enjoy learning about different religions and exploring the art and music of a wide variety of different cultures through the curriculum. Pupils are prepared well for secondary school by

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their above-average academic standards and good personal qualities.

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	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
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision

The teaching in most lessons is good. Teachers plan interesting activities and lessons are carried out at a brisk pace so that pupils make good progress. There is a small proportion of satisfactory teaching. Differences lie in the use of assessment to challenge all pupils by providing learning material matched to their needs. In good lessons, pupils know exactly what they have to do to succeed and concentrate well on completing the task. Those of higher ability and those with special educational needs are usually well challenged and achieve well, often with closely targeted support by the well-qualified teaching assistants. In satisfactory lessons, challenge for all pupils is not consistent throughout the lesson, so the pace of learning and progress slows. All teachers mark work regularly and make constructive comments about pupils' work, but they do not consistently set targets for improvement. Spelling is not corrected consistently.

The curriculum is based on exciting themes that encourage pupils of all abilities to learn. There is an emphasis on practical activities; for example, pupils in Year 4 were absolutely enthralled by a simulated 'dig' following a letter apparently from a local university indicating that the Ancient Egyptians came to Collingtree.

Numeracy and writing tasks are planned and undertaken in all the curriculum themes, but inaccurate spelling sometimes spoils good written work. Computers are

¹ 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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used well for research, for example, when pupils are designing Tudor footwear in design and technology. The wide range of sports, music and performing arts clubs are popular and well attended. The range of available opportunities is extended through effective partnerships with the local schools' cluster. The cultures and traditions of the small number of pupils from different ethnic groups are celebrated in the curriculum. Pupils further improve their knowledge and understanding of the wide cultural diversity of Britain by visiting places of worship and through links with other schools having a different ethnic mix.

Well-organised arrangements for pupils' care, guidance and support contribute to their good development and well-being, and support their learning effectively. Pupils with special educational needs and/or disabilities are identified early, and support is targeted effectively, so most make good progress from their starting points. The school has well-established strategies to sustain the learning, development and well-being of pupils whose circumstances may make them vulnerable. Parents and carers appreciate the good arrangements for a smooth transfer when pupils start school, change classes and leave the school. The school has very effective measures in place to maintain attendance at above-average levels.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The entire leadership team consistently communicates high expectations to staff about securing improvement, so they are enthusiastic and channel their efforts to good effect. Subject leaders' roles have been expanded by the new headteacher to include monitoring teaching and learning in their subjects, but this is not yet carried out regularly by all leaders. The school keeps parents and carers well informed about all aspects of their children's achievements, well-being and development through a wide range of communications.

The good governing body makes a significant contribution to the work and direction of the school. Its members are systematically involved in school self-evaluation. Training for staff and governors in safeguarding and child protection is given a high priority. Consequently, safeguarding procedures are good. The school regularly takes the views of parents, carers and pupils into account and acts upon them to make effective improvements to safeguarding systems, within the limits of the local conservation regulations. Issues about safety, for example, safe use of the internet, are integrated into the curriculum. Exemplary supervision is provided when pupils

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walk between the two sites for assembly and lunch. The vast majority of parents, carers and pupils are all confident that pupils are safe in school.

The school makes sure everyone has equal opportunities to succeed. There have been no recent instances of discrimination or racial intolerance. Underachievement of individual pupils and groups is quickly identified and addressed. Recent gaps between the attainment and progress of girls and boys in mathematics are closing due to the success of the focus on girls' mathematical interests and motivation. All pupils have opportunities to take part in the wide variety of enrichment programmes, including residential visits.

School leaders and members of the governing body have concentrated their promotion of community cohesion on focused activities involving a fuller understanding of the cultures of ethnic minority groups within the school. The school has strong links with the local church, schools and village. Pupils design 'flyers' to invite members of the local community to their fundraising events. School links with communities further afield are less well developed, but school leaders have effective plans to improve this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school's engagement with parents and carers	2
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

Early Years Foundation Stage

Children make good progress in the Reception class. They have daily opportunities to practise their matching of letters and sounds in imaginative ways, for example, writing letters on 'magic slates', in porridge and on the interactive whiteboard. They enjoy forming words about themselves in their writing books. They re-enact the story of 'Mr Gumpy' by building his boat and being 'shipwrecked' at the appropriate moment. Counting exercises and making patterns help children enjoy learning early

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mathematical skills and vocabulary.

Children are confident and happy in the secure and welcoming Reception environment. Their personal, social and emotional development is good, shown by their good behaviour and relationships with each other and with adults. They behave well, and learn good manners and politeness at snack time. They fully understand class routines, knowing that 'good sitting and listening' are required on the carpet, and turns have to be taken in some activities.

Teachers plan a wide range of motivating activities to develop learning, both indoors and outside. Continuous assessment by all adults is good across all the areas of learning. The safety and welfare of all children has a very high profile. The partnership with parents and carers is good. They frequently help in class and receive regular information about how they can best support their children's learning. Leadership is good and directed towards further improvement, for example, more outdoor activities to develop children's physical skills, imagination and curiosity. Transition to Year 1 is good, aided by the close liaison between the two classes occupying the same building.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Virtually all parents and carers who responded to the questionnaire were overwhelmingly positive about the school. Almost all were confident that their children enjoy school, are kept safe and receive good teaching. Positive comments were received on the caring nature of the school and its staff and children's progress. Several were supportive of changes made by the new headteacher. Inspectors took the views of all parents and carers into account when forming their judgements. Inspection evidence supported the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Collingtree Church of England 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	69	22	29	2	3	0	0
The school keeps my child safe	45	58	28	36	3	4	0	0
The school informs me about my child's progress	49	64	24	31	4	5	0	0
My child is making enough progress at this school	41	53	33	43	3	4	0	0
The teaching is good at this school	43	56	33	43	1	1	0	0
The school helps me to support my child's learning	40	52	33	43	4	5	0	0
The school helps my child to have a healthy lifestyle	50	65	24	31	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)	35	45	34	44	2	3	0	0
The school meets my child's particular needs	37	48	35	45	3	4	0	0
The school deals effectively with unacceptable behaviour	30	39	40	52	5	6	0	0
The school takes account of my suggestions and concerns	29	38	40	52	5	6	0	0
The school is led and managed effectively	39	51	35	45	1	1	0	0
Overall, I am happy with my child's experience at this school	44	57	30	39	0	0	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 8 April 2011 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 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"> ■ 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.



5 December 2011

Dear Pupils

Inspection of Collingtree Church of England Primary School, Northampton, NN4 0NQ

Thank you very much for being so friendly and helpful when we visited your school recently. It was good to see you enjoying your work and play. We think your school gives you a good education.

Your headteacher and governing body run the school well. Teaching is good, so you enjoy your lessons and work hard too. You make good progress and your above average standards in English and mathematics prepare you well for secondary school. Your written work is really good, but your incorrect spelling sometimes lets it down so we have asked your teachers to make sure you learn your spellings and do your corrections. We have also asked them to set you targets for improvement and involve you more, so that you know how well you are doing. We also think that school leaders should check up on your progress in their subjects.

Your behaviour is good and you all get on well together, so the school is a happy place. We were impressed by your good knowledge about how to keep yourselves safe and your good contribution to the school by doing jobs and inviting people from the local community to your fundraising events, like the Macmillan coffee mornings.

All the adults take good care of you and you told us you can always talk to someone if you have problems. You enjoy learning about people with different faiths and customs in religious education and curriculum topics, and you also learn about the cultures of your classmates from other countries.

All the adults in your school want it to be even better. I am sure you do too, so please learn and practise your spellings, and help your teachers set targets for you.

I wish you all well in the future.

Yours sincerely

Carol Worthington
Lead inspector

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