

Colton Primary School

School Lane, Colton, Leeds, LS15 9AL

Inspection dates 26-27 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school provides pupils of all ages with a high quality and well-balanced education which they enjoy thoroughly. As a result, pupils achieve extremely well and make excellent progress in their learning.
- High academic achievement combined with rapid personal development ensures that, by the end of Year 6, pupils are extremely well prepared for the next stage in their education.
- High quality teaching engages pupils and motivates them to learn. Classrooms are hives of industry with everyone working in unison to achieve inspirational targets.
- Pupils' enthusiasm for learning is infectious and they take considerable pride in gaining new knowledge and skills. However, the presentation of their work is not always of as high quality as its content.
- The behaviour of pupils is exemplary. They work and play in complete harmony and are polite and well mannered at all times.
- Pupils acquire a very strong sense of social responsibility and show a very mature understanding of environmental and global issues.
- Leadership and management are highly effective. Incisive priorities for development, based on extensive monitoring of the school's performance, ensure the school is continually moving forward and improving.
- Leaders and managers maintain a very sharp focus on improving the quality of teaching, and performance management is exceptionally well organised and effective. Staff are provided with frequent opportunities for personal development and set challenging performance targets.
- The school's involvement in the Temple Newsam Learning Partnership Trust is led and managed with commitment and purpose ensuring pupils and staff gain maximum benefit.

Information about this inspection

- Inspectors observed 14 lessons, of which two were joint observations with the headteacher.
- Meetings were held with a group of pupils from Years 2 to 6, the Chair and vice-chair of the Governing Body, a representative from the local authority and school staff with management responsibilities.
- Inspectors took account of the 19 responses to the on-line questionnaire (Parent View), met a number of parents informally and took account of surveys carried out by the school.
- They observed the school's work and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Keith Bardon, Lead inspector

Additional inspector

Sheila Loughlin

Additional inspector

Full report

Information about this school

- Colton is an average sized primary school.
- In 2010 it became a foundation school and is part of a shared charitable trust with the Temple Newsam Learning Partnership.
- A very large majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is well below average.
- While the proportion of disabled pupils and those who have special educational needs supported through school action is well below average, the proportion supported through school action plus or have a statement of special educational needs is above average. The majority of these pupils have difficulties with speech, language and communication.
- Since the school was last inspected a new headteacher has been appointed and took up the post in April 2009.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the presentation of pupils' written work and ensure they develop a neat and fluent style of joined-up handwriting.

Inspection judgements

The achievement of pupils

is outstanding

- Most children enter school with the skills and abilities expected for their age. They make outstanding progress and by the end of Year 6 pupils' attainment is significantly above average.
- This very high level of attainment has been sustained over a number of years with a very high proportion of Year 6 pupils reaching the expected level for their age in English and mathematics and a substantial proportion attaining at an above average level.
- Pupil progress data show a similar picture with all pupils making at least expected progress while in Key Stage 2 and a well-above average proportion exceeding expectations.
- Pupils' attainment and progress in Key Stage 1 has improved substantially since the last inspection and from Early Years Foundation Stage through to the end of Key Stage 2 pupils make rapid gains in knowledge, understanding and skills.
- The content of pupils' written work is often well constructed and highly imaginative. Sentence openers such as 'I smiled deviously and slowly and purposefully wrote ...', bring their stories to life and make them a pleasure to read. However, poor presentation and untidy, inconsistent handwriting too often detract from what is otherwise excellent work.
- Pupils apply their literacy and numeracy skills extremely well when working in different subjects. Their topic work, for example, shows an excellent attention to detail and a careful match of writing style to purpose.
- A well-chosen programme to develop understanding of the links between sounds, letters and writing helps younger pupils make a very secure start to reading. With very few exceptions Year 2 pupils read appropriate texts accurately and with understanding and decode new words confidently. This is built upon as pupils move through the school so that by Year 6 pupils are reading both fiction and non-fiction texts with considerable skill.
- Pupils' mathematical knowledge and skills are equally good and higher-ability pupils in particular employ very well chosen strategies when solving complex problems. This was clearly evident in one Year 6 lesson which culminated in more-able pupils setting well constructed division problems for others to solve.
- Early identification, carefully planned support and intervention, and systematic monitoring of outcomes ensure that disabled pupils and those who have special educational needs make rapid progress in their learning.
- Pupils eligible for the pupil premium receive carefully targeted support which meets their needs well and they make excellent progress, similar to that of other pupils.

The quality of teaching is outstanding

is outstanding

- Teaching is of a consistently good quality and a substantial proportion is outstanding. A broad range of indicators, including the school's own monitoring records, shows high quality teaching to be the norm throughout all key stages.
- Using detailed information from their frequent assessments of pupils' progress, teachers plan stimulating lessons which focus sharply on what pupils need to learn next.
- Although it is still very early in the term, class routines and the relationships between teachers and pupils are well established and discipline is maintained seamlessly. Lessons progress smoothly and maximum use is made of the time available.
- Work is matched incisively to pupils' differing abilities and adjusted frequently to maintain a sharp focus and accurate level of challenge.
- Pupils who thrive on working independently are given every opportunity to do so and older pupils in particular are often set open-ended challenges which require considerable amounts of reasoning and decision-making. In one Year 6 literacy lesson in which pupils were writing

newspaper articles, one group was simply told to focus on the city of Leeds. While maintaining a careful watch over their progress and asking occasional, sharply-focused questions the teacher allowed pupils to structure the content themselves, which they did with considerable skill and enjoyment.

- Teachers' subject knowledge is excellent and they teach all subjects with confidence and accuracy. Pupils who answer a question incorrectly are thanked for their contribution and given a clear understanding of where the mistake has occurred. This sensitive approach ensures pupils are never afraid to answer questions or offer their ideas.
- Literacy and numeracy are often taught in creative ways with excellent links forged with other subjects. On occasion, the style and presentation of teachers' handwriting in front of the class and in their marking of pupils' workbooks is not of a sufficiently high quality and does not provide a model of good practice for pupils.
- Teaching assistants have very clear roles and responsibilities within lessons and support pupils' learning with considerable skill. They show excellent understanding of what pupils are expected to learn and apply well-practiced and very effective strategies to help them over any difficulties.

The behaviour and safety of pupils

are outstanding

- Pupils, parents and staff share the same, highly positive, views of pupils' behaviour.
- Staff have very high expectations of pupils' behaviour, and the school is at all times calm and orderly.
- Pupils of all ages are highly enthusiastic learners. They listen very carefully to their teachers, participate fully in lessons and work very hard to achieve the objectives they have been set. When discussing the most important characteristics of the school one pupil commented, 'we are responsible for our own learning', and others agreed.
- Pupils of all ages cooperate extremely well when working in pairs or small groups, readily sharing ideas and arriving at sensibly and fully agreed decisions. Any disagreements are resolved democratically and this is readily accepted as the fair way to proceed.
- Opportunities to contribute to school are grasped enthusiastically. Members of the school council report to governors termly and along with the 'Green Team' raise matters that they feel need bringing to their attention. They have been instrumental in persuading governors to install solar panels as part of a concerted effort to make the school as environmentally friendly as possible.
- Older pupils show considerable care and concern for younger ones. Breaking from the game he was playing with friends, an older pupil quickly went to the help of a younger pupils who had fallen in the playground. Although there was no significant injury he checked thoroughly before returning to his game.
- Concern for others prompts pupils to respond spontaneously to unforeseen events, often initiating their own fund-raising to help those affected.
- Pupils feel very safe in school and appreciate having a 'special person' they have selected themselves with whom they can raise matters that may be troubling them.
- Pupils have a very clear understanding of what constitutes bullying in all its forms but report that it is a very rare occurrence in their school and is very quickly addressed by staff if it does occur.

The leadership and management

are outstanding

- Since the last inspection the drive by leaders and managers to raise the school's effectiveness from good to outstanding has been determined and sustained. The strengths identified at that time have been very successfully built upon and highly effective action has been taken to

address areas in need of improvement.

- Rigorous performance management procedures include regular observations of lessons by senior staff and frequent pupil progress meetings. Constructive discussion about what and how to improve, combined with carefully identified opportunities for training, ensures that all staff are continually looking for ways in which to enhance and develop their classroom practice.
 - While recognising the importance of academic excellence the vision of the headteacher, supported by members of the senior leadership team and shared by all staff, ensures that pupils receive a broad and balanced curriculum that is highly stimulating and exceptionally well matched to their needs. As a result pupils develop as confident and independent learners who place high value on their education and achieve exceptionally well.
 - The school's involvement in the Temple Newsam Learning Partnership Trust provides excellent opportunities for partnership working. The financial advantages resulting from bulk purchasing make for efficient spending, and joint training and discussion group meetings enable best practice to be shared and disseminated.
 - This is a highly inclusive school in which the exceptionally close watch leaders and managers keep on provision for the individual ensures excellent equality of opportunity for all pupils.
 - All statutory requirements regarding safeguarding are met.
 - The local authority provides light touch support for this outstanding school.
 - **The governance of the school:**
 - the school benefits from a highly effective and conscientious governing body which monitors the school's performance rigorously and systematically, asks challenging questions to promote further development and focuses sharply on how decisions taken influence outcomes for pupils
 - members of the finance committee analyse the detailed information they receive from the headteacher and other sources extremely thoroughly. This ensures that funding, including the pupil premium, is spent very efficiently and salary increases for staff are linked closely to performance.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107929
Local authority	Leeds
Inspection number	403053

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

Type of school	Primary
School category	Foundation
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Joanne Draycott
Headteacher	Helen Stout
Date of previous school inspection	05 June 2008
Telephone number	0113 264 7514
Fax number	0113 260 9917
Email address	headteacher@colton.leeds.sch.uk

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