

# Colwall CofE Primary School

Colwall Green, Malvern, WR13 6DU

**Inspection dates** 10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils make good progress in nearly all of their lessons as a result of high expectations from teachers and pupils' positive attitudes to learning.
- Standards in reading, writing and numeracy at the end of Years 2 and 6 are consistently well above national averages.
- Most pupils behave well around school and in lessons, and show a very good understanding of how to keep themselves safe.
- Attendance is above the national average and no pupil has been excluded in recent years.
- The school is led and managed well. The headteacher leads the school effectively with exceptional support and challenge from the governing body. Working well in partnership together, they know the school's strengths and weaknesses well and have successfully dealt with previous weak teaching.
- Teaching is good. It is improving through good support and monitoring from senior leaders and the local authority, and some is already outstanding.

### It is not yet an outstanding school because

- Some pupils have not made enough progress over time in reading, writing and numeracy because of previous weak teaching. A small proportion of teaching requires improvement.
- A few of the subject leaders have only just started to check the quality of teaching and learning in their subject.

## Information about this inspection

- Inspectors observed 12 lessons, of which four were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons.
- Meetings were held with a group of pupils, a group of governors including the Chair of the Governing Body, other staff including senior and middle leaders, and a representative from the local authority.
- Inspectors took account of the 29 responses to the online questionnaire (Parent View), one letter, an email and the school's most recent parental survey.
- Inspectors took account of 23 questionnaires completed by members of staff.
- Inspectors observed the school's work and scrutinised a number of documents, including the school's own data on pupils' recent progress checks and tests.
- Inspectors also looked at documentation relating to school planning, setting of performance targets for staff and the monitoring of teaching, behaviour and attendance, safeguarding and evidence of support for pupils identified as needing extra help. They also examined the minutes of the governing body's meetings.

## Inspection team

Mark Sims, Lead inspector

Her Majesty's Inspector

Sandra Hayes

Her Majesty's Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for free school meals or looked after by the local authority, for whom the school receives additional income (the pupil premium), is well below average.
- The proportion of disabled pupils, those with a statement of special educational needs or those who need extra support at school action or school action plus is well below the proportion found nationally. Their needs relate mostly to specific learning difficulties.
- The proportion of pupils from minority ethnic groups is very low, and very few are known to speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Both the deputy headteacher and assistant headteacher left at the end of the summer term and, at present, their roles are being carried out by the headteacher and subject leaders. Three newly qualified teachers have joined the school recently.

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

- Make teaching consistently good or better, so that all pupils make as much progress as they can in literacy and numeracy, by ensuring that all teachers:
  - plan lessons that extend the most able learners
  - check regularly in lessons that all pupils are fully absorbed in their learning
  - deploy teaching assistants effectively so that pupils receive appropriate support but also have the chance to work independently
  - tell pupils regularly how well they are doing, and how they can improve their work.
- Develop the role of subject leaders so that they:
  - have regular opportunities to check the quality of teaching and learning in their subject
  - hold regular progress meetings with other teachers to check on pupils' progress
  - review with teachers how effectively teaching assistants are deployed in their classes.

## Inspection judgements

### The achievement of pupils is good

- Standards are consistently well above average at the end of Key Stages 1 and 2. In national tests, the proportion of pupils reaching or exceeding the expected standard for their age in reading, writing and mathematics is well above that seen in most other primary schools.
- Most pupils make good progress from their already high starting points when they first join the school in Reception. Good progress continues from Years 1 to 6, with some that is exceptional in Years 2 and 6. Many pupils make better progress than is expected nationally. This is because they achieve well in lessons as a result of good teaching.
- Pupils learn well in lessons because teachers set challenging and fascinating tasks such as science experiments and mathematical investigations which motivate them. Their learning is particularly enhanced when they have the chance to discuss their work in small groups.
- All groups of pupils, including disabled pupils and those who have special educational needs, minority ethnic pupils and those supported through the pupil premium, make equally good progress. Additional support is carefully channelled towards pupils who need the extra help.
- Pupils learn to read well in their first few years in school. The school fosters an enjoyment of reading, which continues as pupils get older. This leads them to succeed in their progress checks and reading tests.
- Pupils use their skills in reading, writing, speaking and mathematics effectively in other subjects such as art and technology. As a result, they enjoy these subjects and are successful in them. This prepares them well for the next stage of their education.
- In a very small number of lessons, teachers' expectations are not sufficiently high for a few more-able pupils. Occasionally, some of these pupils find work too easy, which leads them to make only adequate progress.

### The quality of teaching is good

- Teaching is good, including in the Early Years Foundation Stage, and most parents who responded to the survey agree. The best teaching is outstanding. In these lessons, all groups of pupils, including those who find learning easy or hard, work well together in very well-managed pupil discussions. Consequently, they make rapid progress in their learning.
- In an outstanding science lesson on materials, the teacher questioned pupils very effectively to find out who had understood the key points of the lesson, and a teaching assistant led a discussion in a small group well. This led to all pupils understanding what makes a fair test.
- Teaching linked to themes in the wider world makes a significant contribution to pupils' social, moral, spiritual and cultural development. A study of the miners' strike of 1984 exemplified this. Pupils had to take on the roles of the key characters involved and look at events from different viewpoints. Their role plays helped them to achieve the aim of the lesson, which was to understand bias in the media.
- Teachers' checking of pupils' progress is good. It is most effective in literacy, where teachers

give written comments and pose questions in their marking which pupils have to respond to. This gives pupils a clear idea of what they need to do to improve.

- Teachers plan interesting topics such as investigations into space, and use information and communication technology well to sustain pupils' interest. As a result, pupils learn enthusiastically in lessons. Most concentrate and study hard. Pupils reported that they particularly enjoy art and creative lessons.
- In a small number of lessons, teaching requires improvement. Pupils in these lessons do not make enough gains in their learning, given their starting points. Teaching in these lessons does not always demand enough of the pupils who find learning easy, and occasionally some pupils' attention drifts. Teaching assistants are not always deployed to make the best use of their time. Pupils do not always receive clear enough guidance on how well they are doing, or what the next steps in their learning should be.

### **The behaviour and safety of pupils are good**

- Pupils enjoy coming to school. Their attendance is above average and they usually arrive on time.
- Pupils behave very well when moving around the school. They walk calmly and sensibly in corridors and keep cloakrooms tidy. They are polite when talking to each other.
- Pupils' behaviour in lessons is good. They are keen learners and usually show high levels of concentration, even in the very small number of lessons where the pace of learning dips. Only occasionally do individuals let their attention wander.
- Pupils willingly take on additional responsibilities such as being librarians, and help with jobs around the school. The very large majority act with independence in lessons, although very occasionally a small number of pupils rely too much on additional support.
- Pupils work well together. They listen to each other's views and know how to take turns. They are treated with respect by all adults, who do the same in return. This also helps pupils to support each other with their learning, as was seen in a mathematics investigation into aliens.
- Pupils confirm that they know how to stay safe in different situations. They say the school has helped them well to do this, for example through assemblies or by inviting visitors such as the police to talk to them. This has given pupils good opportunities to learn about fire, road safety and the use of the internet.
- Pupils play well together. A small number of pupils say they do not always feel safe in the playground. This is because although pupils use available toys sensibly, sometimes these are not suitable for a small playground. They are considerate to each other, for example when two boys expressed concern over a girl who had injured her leg in the playground.
- Pupils have a good understanding of different kinds of bullying and say it is rare in school. When it does happen, they are confident that the school will deal with it effectively.
- Most pupils, parents and staff say that behaviour is good. The school's emphasis on values such as 'respect' and the current value of the month – 'sharing' – helps everyone to feel welcome and secure and makes a positive contribution to pupils' social, moral, spiritual and cultural development.

**The leadership and management are good**

- The headteacher leads the school well and a large majority of parents who responded to the survey agree. All staff who completed the survey said they were proud to be a member of the school and knew what the school is trying to achieve.
- Leaders have accurately identified strengths and areas for improvement in the school. With the good support of the local authority, leaders have overseen a rapid improvement in the quality of teaching through effective checking of teaching and training of staff. This has led to pupils making more progress than in previous years, particularly in Key Stage 2.
- Leadership of literacy, numeracy, special educational needs and the Early Years Foundation Stage is good. The headteacher has skilfully established a wider team of leaders to take on additional leadership responsibilities, such as checking how well pupils are doing and sharing with teachers effective ways to mark pupils' work. This has broadened the experience and knowledge of these teachers and strengthened the capacity of the school to improve further. Some are new and still developing their role in checking teaching and reviewing with teachers how well they deploy teaching assistants.
- The school spends its pupil premium funding well. For example, additional teaching assistant time helps pupils who are at risk of falling behind in their work to keep up with their peers. As a result, groups such as pupils known to be eligible for free school meals, disabled pupils and those who have special educational needs are all doing well in their learning.
- Checking of teaching by leaders is thorough and accurate. All staff have clear performance targets to bring about improvement. Progress towards these targets is regularly checked by school leaders. There is a very close link between teachers' pay and the quality of teaching. Any teaching that was previously identified as requiring improvement, or inadequate, has improved.
- The range of subjects offered to pupils and the extensive range of after-school activities make a significant contribution to pupils' achievement and enthusiasm for learning. There is a strong focus on creative arts and pupils' social, moral, spiritual and cultural development through the school's values system. This ensures that pupils not only enjoy learning together, through the very good relationships established, but are equally successful in their studies, knowing they are free from discrimination.
- The thorough arrangements for safeguarding meet current national requirements. Leaders are aware of the need to continuously check that systems for keeping pupils safe are working well.
- **The governance of the school:**
  - provides outstanding support and challenge to the school
  - knows the strengths and weaknesses of the school very well and, through its expertise, drive and ambition, is taking the lead in holding the school to account for its performance
  - responded swiftly and decisively in response to a recent local authority review, demonstrating its commitment to improving teaching
  - is rigorous in the challenging targets it sets for the headteacher's performance
  - has an extensive commitment to the school through its involvement in the recruitment of all staff
  - shows a very high awareness of its responsibilities regarding safeguarding
  - has taken the lead in overseeing future building work to ensure that this does not distract from the headteacher's key duties to raise standards and improve teaching.

## 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

<b>Unique reference number</b>	116797
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	403299

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Bounds
<b>Headteacher</b>	Paul Chambers
<b>Date of previous school inspection</b>	22 January 2008
<b>Telephone number</b>	01684 540532
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