

# Coldean Primary School

12 Kenwards, Brighton, BN1 9EN

**Inspection dates** 2–3 May 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Consistently good, and sometimes outstanding, teaching with strengths in the teaching of reading, helps all pupils, including those who need extra help, to make good progress in reading and writing.
- Pupils' attainment in English is increasingly above national levels by the time pupils leave the school in Year 6 and has risen since the last inspection.
- Pupils' behaviour is outstanding, both in lessons and around school. Pupils are particularly good at working together as talk partners, and are very supportive of each other.
- Pupils say they feel very safe and that they are extremely well looked after at school and the vast majority of parents and carers agree.
- Pupils have very positive attitudes to school. Attendance has improved since the last inspection. Senior leaders, including members of the governing body, are ambitious for the school. Staff morale is high and staff work together as a strong team towards the school's priorities.
- The headteacher and staff check up regularly on pupils' progress and give extra help very quickly to any at risk of falling behind in their learning.
- Pupils are at the centre of everything the school does. They are extremely proud of their school and all that it offers, particularly the many opportunities to take on additional responsibilities.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to raise pupils' good achievement further.
- In some lessons, teachers' explanations are too long and these limit the time pupils have to work on their own.
- There are sometimes not enough opportunities for pupils to respond to teachers' marking and feedback of their work.
- There are too few opportunities for pupils to use their mathematical skills in other subjects.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons taught by 16 teachers, one assembly and four house meetings. Thirteen lessons were jointly observed with the headteacher or deputy headteacher.
- Short visits to observe the teaching of small groups or individuals in reading and mathematics were made. Activities relating to the teaching of disabled pupils and those who have special educational needs were also observed.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector talked with one representative from the local authority and received an email communication from another.
- Inspectors talked with pupils, listened to them read and observed pupils at play during break and lunch times.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress for the current school year and previous three years, pupils' work and notes of visits made by the school partnership adviser. Inspectors also looked at self-evaluation and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- Inspectors took account of the 51 responses to the on-line parent questionnaire (Parent View), and 32 replies to the staff questionnaire. The views of parents and carers were sought at the start of the school day as they brought their children to school, and two individual parents met with inspectors.

## Inspection team

Wendy Forbes, Lead inspector

Additional inspector

Valerie Cobb

Additional inspector

Julie Quarell

Additional inspector

## Full report

### Information about this school

- Coldean Primary School is larger than an average-sized primary school.
- The Early Years Foundation Stage includes a part-time Nursery and two single-age Reception classes. Key Stage 1 pupils are also taught in single-age classes. Pupils in Key Stage 2 are taught in mixed-age classes and ability sets for mathematics.
- The majority of pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and those with parents in the armed forces, is above average.
- Above-average proportions of pupils are supported at school action as well as at school action plus or with a statement of special educational needs.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection the school has experienced a number of changes in its staffing organisation, including the appointment of a two key stage leaders as part of the senior leadership team.
- The school does not use any alternative or off-site provision. However, the Cedar Centre provision for pupils with special and additional needs operates on the school site. It is subject to a separate inspection.
- The governing body manages a breakfast club.

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

- Raise pupils' attainment in mathematics by:
  - extending opportunities for pupils to use their skills in mathematics in other subjects
  - ensuring that teachers provide mathematical activities that provide just the right level of challenge, particularly for the most able.
- Increase the proportion of outstanding teaching through the school by ensuring that:
  - lesson introductions and explanations are not too long, so that pupils get more time to work on their own and find things out for themselves
  - pupils are given time to respond to the marking of their work, and feedback from teachers, so that they can improve their skills.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and abilities often well below those typical for their age. Because adults provide lots of opportunities for children to develop their skills, they progress well. They enter Year 1 with attainment at broadly average levels in almost all areas of learning.
- Pupils' attainment has continued an upward trend since the last inspection. Pupils achieve well across the school from Year 1 to Year 6. Attainment in reading and writing has risen considerably, especially the increased proportion of pupils achieving the higher levels of writing. Attainment at the end of Key Stage 2 is now broadly average. Improvements are as a result of the successful drive to improve writing skills. Pupils' progress is at least good supported by teachers' consistent and detailed analysis of pupils' abilities, the well tailored support provided and consistently good teaching.
- Pupils across the school do best in reading. However, in 2012, a below average proportion of pupils attained the expected standard in the Year 1 national screening for phonics (linking letters and sounds). The improved assessment of phonics and the focus on early reading have significantly helped to raise attainment in reading.
- Progress in mathematics is not as good as in reading or writing. This is because pupils do not always have opportunities to develop their basic skills in mathematics in other subjects.
- Almost all pupils, including those who need extra help, progress well because teachers set work that closes any gaps in their knowledge and skills. However, in a few mathematics lessons, some activities do not always challenge pupils enough, particularly the more able. This means that these pupils do not always make fast enough progress.
- Pupil premium funding is used well to enhance the progress of those eligible for free school meals. Small group support or one-to-one tuition in literacy and mathematics ensures that their progress is comparable to their peers. Nevertheless, because of other, sometimes more complex, needs the attainment gaps between these and other pupils vary from one or two terms behind in English and mathematics to, in some cases, a term ahead of other pupils.

### The quality of teaching is good

- Good, sometimes outstanding, teaching ensures pupils, including those who need extra help, achieve well over time. There is a positive climate for learning in lessons and excellent relationships between adults and pupils.
- The best learning happens when teachers have high expectations of learning and behaviour. Most teachers plan work that is at the right level to challenge pupils and move their learning forward, as seen in a mixed-age mathematics set for pupils in Years 4, 5 and 6 where pupils used their prior knowledge to solve problems involving percentages. Learning was extended through skilful questioning and good use of talk partners, where pupils talked together to share ideas and solve the complex problem.
- The most effective teaching is where teachers use their good subject knowledge to plan lessons that take account of what pupils already know. They make clear what pupils are expected to learn. However, in a few lessons, teachers' introductions and explanations take too long. On these occasions, progress slows because pupils have insufficient time to work on their own and find things out for themselves.
- Improved use of assessment information to plan lessons and personal targets help pupils to build on what they know and can already do. Activities are generally matched well to pupils' individual learning needs. However, there are a few occasions when activities do not challenge pupils enough, particularly the most able, and there are limited opportunities to extend the use of basic mathematical skills in other subjects. This means that learning is sometimes slower

than it might be for a few pupils.

- Most teachers' marking of pupils' work lets pupils know what they have done well and sets out what they need to do to improve. However, there are too few opportunities for pupils to respond to teachers' comments and learn from the advice given.
- Teachers manage pupils' behaviour well, promoting supportive relationships extremely well. This underpins pupils' enthusiasm for learning. For example, Year 2 pupils joined in enthusiastically using their knowledge of sounds and letters to work out 'goblin' words.
- Improvement in the teaching of letters and sounds ensures younger pupils progress very well in reading. Key Stage 2 pupils continue to benefit from the good teaching of guided reading.
- Disabled pupils and those who have special educational needs make at least good progress because teachers and teaching assistants break learning down into small, achievable steps. They give pupils clear explanations and make effective use of resources to make learning practical and interesting.

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

- Pupils are extremely considerate. Many examples were observed during the inspection when, for instance, older pupils helped younger ones. As one pupil said, 'You're never short of a friend.'
- Pupils' behaviour is generally excellent both in lessons, around the school and in the well run breakfast club. They are keen to talk about their work and are proud of their achievements. Pupils' positive attitudes make a significant contribution to the good progress they make in lessons.
- They work hard and are keen to do well. They work well together in pairs and in groups and are given many opportunities to develop their skills in this way.
- Staff, governors and almost all parents and carers agree that behaviour is outstanding. Staff manage pupils' behaviour extremely well, providing just the right level of support for individuals. Pupils said that the excellent behaviour seen during the inspection is typical.
- Although a very small minority of parents and carers expressed some concerns in the on-line questionnaire over bullying, pupils are extremely confident that bullying is rare and extremely well dealt with when reported.
- Pupils have very good knowledge of different types of bullying, including the impact of name calling, and they talked in detail about the dangers of using the internet and how to counteract these.
- Pupils are extremely confident that they feel very safe in school and parents and carers were unanimous in their support of this view.
- The school has worked exceptionally hard since the last inspection, and successfully, to improve pupils' rates of attendance. There are still a few pupils who are persistently absent. Although attendance is only average, the vast majority of pupils attend regularly reflecting pupils' enjoyment of school.

### **The leadership and management** are good

- The school is exceptionally well led by the headteacher, ably assisted by the deputy headteacher. His vision and drive on improving achievement has galvanised the whole school community. This has led to continued improvements. The major focus on reading and writing has seen rapid improvements in pupils' progress.
- School self-evaluation is accurate and improvement plan priorities are linked closely to further improving teaching and pupils' achievement.

- Leadership and management are not outstanding because there is not enough outstanding teaching and mathematics is not as strong as English.
  - Staff know exactly what is expected of them and what the school is striving to achieve. They feel valued, supported and very much part of a team that shares the same vision for improvement in outcomes for pupils. The results of the staff questionnaire show morale is high.
  - Systems to appraise and manage teachers' performance are rigorous and have been used well, alongside effective training, to support and extend teachers' skills.
  - Pupils' progress is closely monitored and evaluated so that pupils can have equal opportunities to succeed. The school does not tolerate discrimination in any form.
  - Pupils receive their full entitlement to the subjects they should be taught. The school's close partnership with the Children's University provides opportunities to extend pupils' personal development. A rich range of additional learning opportunities contributes strongly to pupils' spiritual, moral, social and cultural development. For example, working with a children's author, Year 6 pupils investigated a series of 'murders', piecing together clues and writing reports for those leading the investigation. The questioning of key suspects resulted in the headteacher being handcuffed and driven off by police officers with sirens sounding and lights ablaze!
  - The funding for pupils eligible for the pupil premium is used to good effect and ensures that additional support meets the needs of these pupils, contributing to their good achievement.
  - The local authority has provided light touch support that has helped the school to continue to improve since the last inspection.
  - Safeguarding procedures meet statutory requirements.
  - **The governance of the school:**
    - The governing body is well organised. The governors fully support the drive to improve teaching and raise achievement. Governors understand the school's performance data and how they compare with other schools. They benefit from training and are well placed to challenge the school's leaders and hold them to account for the school's performance. Governors make sure teachers' pay and promotion are justified by pupils' progress and achievement. They make visits to school to check on how effective school leaders' actions are and regularly seek staff views. They keep a close check on school finances, including the pupil premium to make sure it spent in the best interests of pupils. Governors ensure that safeguarding arrangements meet requirements.
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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

<b>Unique reference number</b>	114384
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	411893

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	329
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Lowe
<b>Headteacher</b>	Stuart McConnechie
<b>Date of previous school inspection</b>	8–9 July 2010
<b>Telephone number</b>	01273 294914
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