

Colerne Church of England Primary School

Quarry Lane, Colerne, Chippenham, Wiltshire, SN14 8DU

Inspection dates 9–10 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- By the time they leave the school, pupils have made good progress and achieved well. Their attainment is broadly average and they are achieving faster rates of improvement.
- Improved strategies for teaching writing have helped pupils make good progress that is often above national expectations.
- The quality of teaching is good. This includes for those who are disabled or who have special educational needs, and those who receive the pupil premium funds. These pupils make good progress in the same way that all other pupils do, because adults support and teach them well.
- Pupils benefit from exciting activities which help them enjoy their learning. Teachers plan lessons which link subjects together so that pupils become engrossed in their work.
- Pupils are highly motivated and their involvement in school life is exemplary. This is a major factor in this extremely caring environment. Pupils' behaviour in lessons is good and contributes significantly to a calm and safe environment where they flourish.
- The headteacher has worked successfully to inspire and engage everyone. As a result the school is a very cohesive, happy community that is highly valued by pupils, parents, carers, governors and staff.

It is not yet an outstanding school because:

- The school does not currently have a high enough proportion of outstanding teaching to ensure that pupils fully develop their skills in independent learning.
- Pupils' progress in mathematics is not as strong as in writing and reading. Teachers do not always use the information that is available to plan learning precisely enough.
- Teachers' marking does not consistently focus on what each pupil is learning and what they need to do to improve their next piece of work in order meet their targets.
- Middle leaders do not have sufficient opportunities to routinely check on the quality of teaching and they do not use data robustly enough to know the standards achieved in all classes.
- Although the recently reorganised governing body has begun to monitor the work of leaders more robustly, this is in the early stages of development.

Information about this inspection

- The inspectors observed 19 lessons and parts of lessons led by nine members of staff. They were accompanied by the headteacher to seven of these lessons.
- Meetings were held with staff, a group of governors, a representative of the local authority and with pupils from Years 5 and 6. Inspectors also took account of the 32 responses to the staff questionnaire.
- The inspectors heard pupils read in Years 2 and 6 and held discussions with older pupils from Years 5 and 6. Inspectors also analysed the work in pupils' books.
- Inspectors gathered the views of parents and carers through informal meetings before school, letters sent directly to inspectors and from the scrutiny of the 41 responses to Parent View, the Ofsted online questionnaire.
- A wide range of documentation was considered including the school's analysis of pupils' attainment and progress, the school's development plan, school leaders' monitoring records, and the records of checks made on the eligibility of staff to work with children.

Inspection team

Claire Thompson, Lead inspector

Additional Inspector

Richard Chalkley

Additional Inspector

Full report

Information about this school

- Colerne is a slightly smaller than average primary school.
- The school is currently organised into eight mixed-age classes.
- Most pupils are from White British families. Very few pupils are learning English as an additional language.
- The proportion of pupils who have special educational needs is below average for pupils who are supported through school action.
- The proportion of pupils who are disabled or who have special educational needs is average and slightly more have a statement of special educational needs than is usual.
- Few families are known to be eligible for free school meals yet now a significant number of pupils (50%) come from homes of military families who stay for short periods of time and may attend several schools during their primary education.
- The school has an above average proportion of pupils for whom the school receives pupil premium funding. The pupil premium is extra money given to the school by the government to support pupils who are eligible for free school meals, are from forces families or who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

By January 2014:

- Improve the quality of teaching from good to outstanding so that more pupils reach above-average levels of attainment and progress, especially in mathematics, by:
 - making sure that teachers use the assessment information available for each pupil to plan work which more precisely matches their different abilities and has a sharper focus on learning in each lesson
 - adapting the pace of learning so that pupils spend more time working independently rather than listening to teachers as a whole class
 - developing the quality of teachers' marking so that pupils are clear about when they have met each learning objective and know the next steps in their learning.
- Further improve the impact of leaders at all levels by:
 - making sure that the checks made on teaching are fully focused on how well pupils' achieve in lessons
 - extending the role of middle leaders so that they contribute more fully to pupils making outstanding progress through directly observing and improving the quality of teaching
 - strengthening the governing body's opportunities to hold leaders to account through more robust and detailed knowledge of how well pupils are doing and deeper knowledge of the performance of all staff to assess the impact of spending decisions made for the learning of pupils who receive pupil premium funding.

Inspection judgements

The achievement of pupils is good

- Achievement is not outstanding because the attainment of pupils is not yet consistently higher than that found nationally.
- Attainment in reading, writing and mathematics was below the national average in 2010 and 2011. It improved to average in 2012 and the standard of pupils' current work is also typical for what should be expected for their age.
- In previous years, most children entered the school with skills and understanding at below the levels expected for their age. However, children now come to school closer to typical expectations in all areas of their learning. Over their year in the Reception classes, children make good progress and their results show they leave this stage of their education well prepared for Key Stage 1.
- In Key Stages 1 and 2 pupils' progress in all age groups has improved over the last two years. As a result, achievement is good and continuing to improve. In all subjects pupils make the progress they should and many are making better progress. Progress is stronger in writing and reading than it is mathematics.
- Pupils' achievement in writing has been especially successful because the school has introduced an effective whole-school strategy that focuses on the development of pupils' basic skills. This culminates in regular opportunities for pupils to write on their own for sustained periods of time and so pupils independently produce impressive quantities of writing in all year groups.
- In mathematics lessons, pupils achieve less well because teachers' planning is not closely enough matched to what different groups of pupils need to learn. As a result, activities are not always sufficiently demanding for some pupils, and at the same time are not always suitable for the less able pupils to achieve confidently.
- All groups of pupils achieve equally well. This includes disabled pupils and those who have special educational needs and the small proportion of pupils from different ethnic heritages.
- Pupils who have free school meals or come from forces families and for whom the school receives pupil premium funding make the same progress as other pupils. Their average points score for all subjects show that sometimes their attainment is slightly lower than that of other pupils, by half a point, yet their rates of progress are at least the same and often better.

The quality of teaching is good

- Teaching is usually stimulating and this motivates pupils to work hard and improve their rates of progress. The best lessons are exciting and a 'buzzy' classroom atmosphere motivates pupils to concentrate on their activities, to have a go and to achieve well. This was seen in a good mathematics lesson in Key Stage 1 when one child became loudly excited when she independently spotted patterns in numbers.
- The Reception classes provide a wide variety of activities that are enjoyable, absorb the children and help secure a good understanding of their learning. This was seen in an outstanding lesson linked to 'Commotion in the Ocean' when children learnt about length by comparing their height to the size of a blue whale. All the activities they could choose immersed the children in ways of exploring different ways of measuring so that the children could talk confidently about length as a result.
- The teaching of phonics (letters and the sounds they make) is good and helps pupils develop their early skills for being an effective reader. Pupils say they enjoy reading and they make good progress across the school. This is as a result of good teaching because, unusually, many pupils, including those who are younger, said that they were not heard to read at home very often.
- Improvements in writing have been especially successful because of the use of effective new strategies which have been consistently used in every classroom. This approach has played a key part in promoting pupils' confidence to use their writing skills well in every subject. For example a pupil in Year 6 wrote, 'As I opened the door and curiously took a step forward, the glistening floor

suddenly started to shake. My heart was pounding. All was silent except the echoes of time moving. Crash!’

- The teaching of mathematics is not as effective as the teaching of writing because teachers do not always use time effectively to instantly engage pupils in challenging tasks. In these lessons pupils of different abilities too often have the same work to do, which may not be well matched to their needs. The pace of learning is not always brisk because teachers talk too much to the whole class instead of getting pupils to work independently.
- Teaching is not always as effective in accelerating progress when teachers do not use the assessment information they have available to plan precise learning activities. This information shows that the majority of classes have a wide range of abilities.
- The marking of pupils’ work lacks consistency and pupils do not have enough feedback about how well they are achieving their learning objectives. They do not have enough opportunities to correct their mistakes and to know what they need to do next so that their work is a fluent sequence of learning.

The behaviour and safety of pupils are good

- Pupils’ behaviour is of a high standard and in certain respects is outstanding. Pupils usually enjoy their learning and have very good manners. They are totally involved in school life and treated as valued members of the school. This is evident in the way that pupils have opportunities to contribute to a wide range of decisions about the school, their classes, healthy eating and celebrations.
- Most impressive is the way that pupils are actively involved in improving their school. This is best shown by their excellent involvement in designing and building a quiet outdoor area and an indoor welcome and seating space. This project was carried out by teams of adults and pupils, ably led by a highly skilled member of the non-teaching staff.
- Pupils’ good behaviour and enjoyment of learning strongly support their effective spiritual, moral, social and cultural development.
- This is an extremely caring and nurturing school where the headteacher has built up a happy and very cohesive community, which fosters good relationships. The considerable amount of care offered to all pupils and their families has resulted in a positive and unified view among parents, carers, pupils, governors and staff of the importance of the school within the locality.
- Pupils have a good understanding of bullying, including cyber bullying, and all strongly feel that there is no concern about any aspects of bullying at the school currently. Pupils completely trust that adults keep them very safe, are approachable and that relationships among everyone are strong.
- Attendance is just above average and this is notable given the fact that many families naturally experience much disruption through being from a military background.
- Although behaviour and attitudes to learning are typically good, pupils can be too passive at times. In too many lessons, pupils happily let adults do most of the talking and then offer limited contributions when requested.

The leadership and management are good

- The headteacher is strongly supported by his staff in focusing upon raising pupils’ achievement and has done this well, particularly in English. There is still more to do if this is to be outstanding by making sure that mathematics is equally as good.
- Parents and carers, staff and governors have rightly placed much confidence in the leadership of the school and virtually all parents and carers would highly recommend the school to other families.
- A wide range of memorable experiences, including visits to theatres, museums, residential visits and local sites of interest, supports the exciting and rich curriculum offered to all pupils. The

relevant and skills-based curriculum is a positive feature of the school's work.

- The school takes effective steps to keep pupils safe through well-organised procedures and relevant child protection training in order to meet all their statutory responsibilities. School leaders work hard to promote equality of opportunity and tackle discrimination.
- There is a comprehensive range of tracking information available to make sure that pupils' progress is measured. This information is not yet sufficiently used in classrooms when checking on how well teaching improves pupils' learning or to ensure that teachers plan precise enough activities that will always promote pupils' progress.
- All inadequate teaching has been eliminated and teachers form a capable team. A new appraisal system is robustly in place and all staff have currently met their objectives.
- Although middle leaders do make some checks on their subject and have ensured some effective professional development for staff, they are not sufficiently involved in understanding how well it is taught in each classroom to be able to influence improvements in the quality of learning in their subjects.
- Too often checks on teaching do not sufficiently consider how well pupils achieve in each lesson and how this contributes to progress over time for this monitoring to be robust in improving learning.
- The local authority provides light touch support for the school. The school had a dip in results in 2010 and 2011 and the local authority has not provided enough support to help rapid school improvement, especially in mathematics.
- **The governance of the school:**
 - The governing body has wisely reorganised its structures in order to have a skilled and capable team. Governors regularly visit the school to talk to pupils about their learning. Governors have begun to ask testing questions to ensure all pupils are doing as well as expected and they know that pupils' achievement now compares similarly to other pupils' nationally. They take part in a comprehensive programme of relevant training. Governors analyse the school's documentation ensuring that the school is financially solvent and run well. They are not yet sufficiently informed about the range of staff appraisal objectives and their performance although are fully briefed on the benefits of staff professional development. Governors do not currently have sufficient breadth of information to be able to check on the impact of spending decisions about the pupil premium grant on pupils' progress.

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	126316
Local authority	865 3040
Inspection number	413177

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	Alison Turnbull
Headteacher	Rob Parsons
Date of previous school inspection	25–26 May 2010
Telephone number	01225 742367
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