

The Colleton Primary School

Colleton Drive, Twyford, Reading, RG10 0AX

Inspection dates 3–4 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour is outstanding. Pupils are courteous and friendly because relationships are strong. Their attitude to learning is excellent. They relish the opportunities provided for them to be independent and make their own choices about their learning, explaining 'it's a great experience'.
- They feel really safe and are always keen to do what they can to make others safe around them. Parents and carers overwhelmingly agree.
- Pupils from all backgrounds achieve well over time and this year the rate of pupils' progress has improved further. The trend in standards in English and mathematics is above the national average by the end of Year 6.
- Teaching over time is good. Teachers are especially good at questioning pupils to check their understanding and they provide very good written and verbal advice on how to improve further.
- Leaders have made changes to staffing and worked hard to eradicate any weaker teaching. They are very good at knowing what needs to be improved and to provide the right training for all adults working in the school. As a result, evidence from pupils' work and observations indicate teaching currently is at least good and much is outstanding.
- Pupils have an extremely rich, varied and stimulating learning experience. It is inspired by a wide and interesting range of topics and themes which help to motivate them and contribute strongly to their spiritual, moral, social and cultural development.
- Leaders have been highly successful in maintaining the exceptional learning climate whilst managing the increase in the number of pupils and the associated building project.
- Governors understand the school extremely well. They provide increasingly high levels of support and challenge, ensuring the school is returning to its previous effectiveness rapidly.

It is not yet an outstanding school because

- Teaching over recent years has not been consistently good enough to ensure that greater numbers of pupils make better than expected progress by the end of Year 6 and reach the highest national expectations.

Information about this inspection

- Inspectors observed 21 lessons or part lessons. They were accompanied by the headteacher or deputy headteacher for over half of these.
- They observed pupils and staff throughout the school both in focused adult-led groups and during those sessions where pupils planned their own learning.
- The inspectors took account of the 121 responses to the online Parent View survey as well as talking to parents and carers informally during the inspection. They took account of two letters and an email received from parents.
- Inspectors observed the teaching of phonics (the sounds that letters make) across the Early Years Foundation Stage and Years 1 and 2. They listened to pupils in Years 2, 3 and 6 read individually and chatted to pupils informally throughout the inspection. Pupils' behaviour was observed in lessons, playtimes and at various times around the school.
- They spoke with four school governors and a representative of the local authority. They spoke to school staff, including senior and subject leaders. The views of 32 staff who completed the staff questionnaire were also taken into account.
- The school's work was observed and inspectors looked at documentation such as policies, including those relating to safeguarding, behaviour and the school's development planning, as well as information on pupils' progress and attendance figures. They also looked at the school's website.

Inspection team

Jacqueline Marshall, Lead inspector

Additional Inspector

David Beddard

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school that is undergoing a major building project to cater for the growing numbers of pupils joining the school.
- The vast majority of pupils come from a White British background. A few are from a range of minority ethnic groups.
- The proportion of pupils receiving the pupil premium is well below average. The pupil premium is extra money given to schools by the government to support pupils in the care of the local authority, known to be eligible for free school meals and those from service families. The school currently has no pupils from service families and none in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs and receive support through school action is below average. The proportion being supported through school action plus or who have a statement of special educational needs is average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The Starlings Children's Centre and The Acorns pre-school are situated on the school site. These were not part of this inspection.

What does the school need to do to improve further?

- Refine teaching so that a larger proportion of pupils consistently meet or exceed the higher rates of progress and levels achieved by pupils nationally.

Inspection judgements

The achievement of pupils is good

- Across the school, pupils from all backgrounds make good progress over time and achieve well in reading, writing and mathematics. The number of pupils who make the expected progress between Key Stage 1 and 2 has improved over recent years. However, although increasing numbers of pupils make greater gains than this, the proportions that do better than their peers nationally have not been consistently high enough to secure outstanding achievement.
- Leaders accurately identified that weaknesses in teaching were hindering pupils' progress and took decisive action, securing the consistently good and often better teaching seen during the inspection. Consequently, evidence from the inspection and school records show the rates of progress made during this academic year are set to rise. Increasing numbers of pupils are on track to reach the highest levels in English and mathematics at both Year 2 and Year 6.
- Pupils do particularly well in their reading because the teaching of reading, and phonics especially, has been a firm focus. Pupils really enjoy reading and read with the confidence and accuracy expected of their age, tackling unfamiliar words successfully by using their knowledge of phonics. They talk excitedly about their books and declare their fondness for reading both in school and at home.
- Pupil premium funding is used effectively in a variety of ways to support the very few pupils who are entitled for its support. One-to-one coaching in particular ensures that these pupils make similar progress to their peers in English and mathematics. For individuals where there are gaps of sometimes up to two years between the levels they achieve compared with their peers, these gaps are closing rapidly due to the high quality of support these pupils receive.
- Disabled pupils and those who have special educational needs also receive good quality support and make good and often better progress as a result. Additional funding to provide specialised one-to-one adult support for some pupils in school is highly effective in promoting these pupils' success.
- Children are very keen learners in the Early Years Foundation Stage and happy to investigate and have a go. They start school with skills generally below those usually found, especially in their personal, social, communication and literacy skills, though this varies year on year. Through good and often better teaching, they make strong progress and typically join Year 1 with the skills expected for their age.

The quality of teaching is good

- Teaching over time is good and has led to pupils achieving well. It is not better, as the school's own evaluation of the quality of teaching shows that some in the past has not had as much impact on pupils' performance as it might, though the use of team teaching minimised any loss. As a result of leaders' concerted efforts, teaching has now improved and all seen during the inspection was good and much outstanding, matching the school's own view.
- Pupils of all ages talk eagerly and with confidence about their learning. They are very good at working together collaboratively or making their own decisions about how they plan and carry out their work. This is because teachers develop these skills systematically across the school. This equips pupils very well for their next stages of life and education. For example, a group of Year 6 pupils created an interesting presentation to University of Reading students on how they plan work that links different subjects.
- Positive relationships between staff and pupils keep the pupils focused and support their positive attitudes to learning particularly well. They really enjoy lessons, demonstrating a high level of enthusiasm and concentration. This is maintained even when occasionally the pace dips because teachers take too long explaining a task, or pupils are not moved on to harder work quickly once they have demonstrated they have grasped a concept.
- Pupils are fully involved in what they need to do to improve and pay careful attention to

comments teachers make when marking work during lessons and in their books. Pupils evaluate their work to check whether they have met success criteria as well as having extremely effective one-to-one 'chats' with teachers to overcome misconceptions, increase levels of challenge and improve their learning.

The behaviour and safety of pupils are outstanding

- Pupils are highly motivated and settle to learning quickly. Every corner of the school is used for learning. Whether supervised by an adult or working independently in another part of their open-plan surroundings, pupils demonstrate maturity and work hard because staff have high expectations and make learning really relevant and interesting for them.
- They talk enthusiastically about their school, explaining they are 'really proud to be at The Colleton' and think that they 'learn more and have more fun' than pupils at other schools. They are extremely keen to come to school. Attendance is high, an improvement since the previous inspection.
- Pupils say they are very happy at school and feel safe, and that bullying is very rare. They are unanimous in their belief that if there are any problems, teachers will sort them out swiftly. The vast majority of parents and carers feel the same. Pupils are trained to help sort out minor problems themselves as part of the 'peer mediation' scheme and know that they can turn to a 'five-star friend' if they have no one to play with.
- Pupils display a great deal of consideration for each other as they work in groups or listen to each other's views and opinions in debates. They particularly enjoy the regular opportunities they have to work together with pupils from across the school, such as when recently designing part of the new playground.
- Pupils understand 'keeping safe' and clearly explain its application in lessons, for example when carrying or moving the furniture as they decide how it will be arranged for each lesson or when using the computer and internet.

The leadership and management are outstanding

- School leaders at all levels, and including the governors, work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school, and particularly in pupils' very good attitudes to their learning. Staff work extremely well together as a team and are wholly positive and praising of the leadership team.
- Since the previous inspection, new leadership roles have developed. Teaching teams for the different mixed age classes have been changed to bring together and maximise staff's expertise and drive improvements identified in the school's development plan.
- All leaders share the role of checking the quality of teaching. Alongside information about pupils' progress, this is used very effectively to ensure teachers are provided with the training they require in order to improve their effectiveness or identify best practice to share with colleagues. Difficult conversations about teaching performance are not shirked.
- The school reviews all aspects of its work thoroughly. It acts quickly to address any gaps. For example, following weaker scores in the phonics screening test last year, additional staff training and support were provided. Consequently, results this year have risen and a larger than average proportion achieved the expected levels.
- An extremely creative curriculum is very successful at enabling pupils to use literacy, numeracy and ICT skills across a range of subjects. Whether using the school's own eggs to make pancakes, taking part in the folk band, visiting local museums or turning the classrooms into jungles or aeroplanes, pupils agree 'learning is fun'. Many attend additional activities, which include Monday Club for pupils in Year 6, with others from Year 7, helping smooth transition between primary and secondary school and pupils saying, 'so we don't forget each other'. Equal opportunities are rigorously promoted and no pupil is denied access to anything the school has to offer.

- The school works closely with others to improve the quality of teaching and outcomes for pupils, such as the group of schools that share expertise and training as part of the 'Future Thinking Partnership' and through the close links with the Children's Centre and pre-school. The local authority offers support when it is requested by the school in this 'light-touch' school.
- The very large majority of parents and carers are happy with the school, the education it provides and the work of its leaders to achieve this. A small minority feel the school does not always communicate with them sufficiently well about their children's progress or act upon their concerns promptly enough. However, leaders, including governors, regularly seek the views of parents and carers and act upon their suggestions, for example adding an additional parents' evening in order to provide greater opportunities to talk about pupils' progress.
- **The governance of the school:**
 - Governors are fully involved in checking the progress the school makes towards achieving its priorities. They know how well the school is doing in relation to other schools nationally through a thorough working knowledge of information about pupils' progress. This enables them to challenge as well as support school leaders and hold them to account for pupils' achievement. They have a very clear understanding of the strengths and weakness in teaching and can explain how management of teachers' performance is used to develop teaching further and closely linked to pupils' progress, and to teachers' salary progression. Governors have a good grasp of how the pupil premium is used to ensure the few pupils in the school who receive it do as well as their peers. They make sure safeguarding arrangements meet statutory requirements. The safety of the pupils during building work has been a high priority. Governors regularly seek training to maintain their effectiveness.

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	109878
Local authority	Wokingham
Inspection number	412518

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Chris Allen
Headteacher	Caroline Norris
Date of previous school inspection	26 March 2009
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