

Colham Manor Primary School

Violet Avenue, Uxbridge, Hillingdon, UB8 3PT

Inspection dates 18–19 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not yet good despite rapid improvements in writing and reading, and because of some inconsistent progress, particularly in mathematics.
- Teachers do not have high enough expectations for those more able pupils who can improve at a faster rate.
- Some groups of pupils are still not making consistent progress over their time at school and achieving as well as they could.
- The marking of pupils' work is not yet clear and helpful enough to support their learning further.
- Pupils are not always given an opportunity to respond to marking to show they have made progress.
- Teachers do not always adapt their lessons, when needed, so that pupils can make more progress in their learning.
- The appropriate resources are not always given to pupils so they can work independently at their level.

The school has the following strengths

- Leaders have taken effective action to eradicate inadequate teaching across the school.
- Teaching assistants support learning well in lessons.
- Children in the Nursery get a good start to their life at school.
- Pupils are courteous, polite and behave well during lessons.
- Pupils who are on roll throughout their school career make better progress by the end of Key Stage 2 than their peers who do not.
- Governance is strong and governors have the appropriate experience and expertise to move the school forward.

Information about this inspection

- Inspectors observed 27 lessons of which 14 were jointly observed with the headteacher, deputy headteacher and inclusion manager.
- Inspectors considered a range of evidence including the school’s development plan and self-evaluation, monitoring reports, performance management records, policies on child protection and special educational needs, case studies, pupil premium records, the sport premium action plan, attendance records, minutes of governing body meetings, governors reports, safeguarding information, classroom displays and records relating to behaviour and safety.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage and mathematics coordinator, the literacy coordinators, representatives of the teaching assistants, the inclusion coordinator, the Chair of the Governing Body and other members, and a phone call was made to a representative of the local authority.
- Inspectors attended an assembly, observed a break time, lunch time and the breakfast club.
- Inspectors took into account 49 responses to Parent View, the online questionnaire, discussions with parents and a parent letter. Inspectors took account the views of staff in 64 questionnaires.
- Inspectors looked at the school website.
- Inspectors analysed information on pupils’ achievement across the school over the past three years and the school’s own achievement data.
- Inspectors looked at samples of pupils’ work, listened to a number of pupils read and observed the teaching of phonics.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

Theresa Kiely

Additional Inspector

Full report

Information about this school

- The school is a much larger than the average-sized primary school.
- Children join the Early Years Foundation Stage part time in the Nursery and then full time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding in this school for children in local authority care and pupils entitled to free school meals, is above average.
- Over half the pupils are from White British backgrounds with the rest of the pupils coming from a range of different ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average and about one in six in the school. The proportion of those who are supported through school action plus and of those with a statement of special educational needs is average; this represents about one in 13 within the school.
- A high number of pupils join and leave the school other than at the usual times.
- There is no alternative or off-site provision.
- The school has met the floor standards set by the government.
- The breakfast club is managed by the school.

What does the school need to do to improve further?

- Improve the quality of teaching and learning across the school so that it is consistently good or better by:
 - making sure all teachers provide challenging work to meet the needs of more able pupils
 - ensuring teachers adapt lessons when necessary to meet the needs of all learners
 - providing pupils with guidance through marking, on how to improve their work, particularly in mathematics
 - giving pupils regular opportunities to respond to teachers' marking
 - providing appropriate resources to make sure learners can work more independently in lessons.
- Improve the achievement of all pupils, including girls, White British pupils and some with special educational needs, particularly in mathematics, by:
 - ensuring teachers remind pupils of their personal targets during the lesson and how they can achieve them
 - raising teachers' expectations of what pupils can achieve to accelerate the progress of all groups in their learning
 - making sure that those pupils who attend the school for the whole of their primary education make consistent progress over time.

Inspection judgements

The achievement of pupils

requires improvement

- Standards over time have been too variable. Attainment has been below national expectations for some time due, in part, to high numbers of pupils joining the school other than at the usual times.
- Achievement is not yet good because of some inconsistent progress, particularly in mathematics, for certain groups of pupils. By the end of Key Stage 2, those pupils who have attended the school since the Early Years Foundation Stage make better progress than their peers who have not.
- In 2012, the progress of girls in mathematics was lower than the national figure. This was also the case in 2013, particularly in current Years 5 and 6.
- By the end of Key Stage 1, attainment in the past has been consistently low. However, since 2012 it has improved in reading, writing and mathematics and the school's own data show there is an upward trend of further improvement.
- At the end of Key Stage 2 in 2011, pupils entitled to pupil premium funding were at least two terms behind in English and over a year in mathematics compared to their peers. By the end of Key Stage 2 in 2012, the achievement of these pupils met national expectations in English and mathematics and the gap is narrowing between eligible pupils and their peers, being only two terms behind in English and mathematics. In 2013, the progress of these pupils was in line or better than their peers in reading and writing and mathematics for most years of the school except in Year 1. This last issue has now been rapidly addressed.
- In 2012, by the end of Key Stage 2, the achievement of pupils who have English as an additional language was better than national expectations and their peers and this trend is continuing. White British pupils do less well than their national counterparts and their peers in English and mathematics. In 2013, school data show that while there is an improvement in their overall progress, it is not consistent in each year of school particularly in mathematics.
- In 2012, disabled pupils and some with special education needs did less well in mathematics, whilst others did considerably better than their national counterparts. School data show that there is an upward trend in both groups, although there is inconsistent progress for this group across some years in the school.
- There are opportunities to extend pupils' writing skills across the curriculum such as in science where pupils have the opportunity to develop experiments using the appropriate vocabulary and correct writing format.
- Pupils read widely and often and the outcomes of the phonics (the ability to say the letters sounds correctly) screening check for Year 1 pupils suggest they are taught well as they are above national expectations. Phonic skills are effectively used by pupils when reading, using different strategies to say words. As well as good phonics teaching there are lessons across the school where pupils are guided in their reading and parents are encouraged to listen to their children read at home, which has helped the further development of pupils' reading skills.

The quality of teaching

requires improvement

- The quality of teaching has been inconsistent over time and, while there has been an improvement in the quality of teaching, there are still areas of weakness to be addressed. Where targets have been introduced, teachers do always not remind pupils of them during the lesson and how they can achieve them.
- In weaker lessons teachers' expectations were not high enough, especially for more able pupils who can improve at a faster rate. Teachers do not give pupils sufficient opportunities to discuss their work with their peers and work out how they could improve their work. Sometimes the work provided was too easy because teachers were not adapting their lessons when needed or using the best resources, so that pupils could make more progress in their learning, particularly

in mathematics.

- Children get a good start in Nursery where all abilities are catered for right from the start. Disabled children and those with special educational needs are integrated well with appropriate adults to support them and activities to stimulate them to learn.
- Where the lessons were good or better, rapid progress was made by almost all groups because the activities met their needs. Teachers had high expectations and good, clear explanations were given. Challenge and appropriate questioning took place. There was good support from the teaching assistants for those pupils who needed additional help. The pace of the lesson was brisk and appropriate resources were used. Teachers used previous learning to build on pupils' previous knowledge and skills and adapted tasks when pupils' learning could be accelerated. For example, during an outstanding mathematics lesson in Year 2, additional resources were given to a few pupils to help them round numbers up and down using three-digit numbers and pupils were able to make their own choices and assess their own work with their peers.
- While the school marking policy is mostly adhered to and marking takes place regularly, it is not always used effectively. It is not clearly providing sufficient support for pupils to make the next steps in their learning. Pupils are not always given good guidance on how to improve their work or an opportunity to respond to marking to show they have made progress over time and during the lesson.

The behaviour and safety of pupils are good

- In lessons that were good or better pupils responded well, keeping on task and being motivated to complete their tasks. When questioned in lessons they were polite and courteous with their answers. Inclusion is at the heart of the school. Across the school, pupils work well in groups, independently and in pairs to improve their learning, regardless of their backgrounds. In some of the lessons which were less than good, pupils still tried hard to remain on task and finish tasks even when they did not fully meet their needs.
- Most parents who responded to the Parent View were very positive about pupils' behaviour and they believe their child feels safe at school. This view was confirmed by the inspectors in discussion with parents. Pupils see school as a welcoming place and feel safe and secure within its boundaries. They learn about keeping safe linked to the internet, and on roads and railways.
- Outside lessons and throughout the school, any challenging behaviour is managed effectively. Pupils know what is expected of them. Pupils are aware about the different types of bullying and understand what bullying means. They believe that the school deals with any inappropriate behaviour effectively and that there are many adults within the school they can turn to if they had any concerns.
- Pupils are given responsibilities, such as on the school council, but also have responsibilities within classes from Nursery to Year 6.
- Discussion with pupils indicated that they were very positive about all aspects of school life and how it encourages them to be good citizens. Older pupils learn with younger pupils in a calm atmosphere at the school breakfast club. The older pupils are good role models when visitors attend the school, being friendly and making them feel welcomed.
- The majority of pupils are eager to get to lessons and so are punctual to them. Punctuality and attendance strategies are in place to tackle any latecomers and persistent absence, to make sure attendance is improving. Attendance is average.

The leadership and management are good

- Senior leaders have taken effective steps to eliminate previously inadequate teaching through robust performance management. Regular reviews are in place to make sure teachers are improving their teaching.
- Senior leaders are improving the quality of teaching and learning and have a good understanding of what good teaching and learning consists of. Leaders' feedback to teachers is

insightful and accurate to help them improve pupils' learning. Training for teachers and teaching assistants is closely linked to ways in which teachers can improve the learning opportunities of all the pupils. Pupils' achievement is at the centre of this process and systems are in place for groups to be monitored effectively to make sure they are making improved progress, with some making good progress. There have been marked improvements in the performance of pupils eligible for the pupil premium. Attainment consistently meets national expectations by the end of Key Stage 2. However, leaders are very aware that a few groups of pupils are still not making consistent progress over time and are working strenuously to ensure equal opportunities for all.

- Across the school there are some stimulating learning environments. From the Nursery to Year 6, displays of pupils' work and information about their topic work enhance the classrooms. There are clubs for pupils to attend before, during and after school. The curriculum is enriched with external visitors for art, trips to the theatre to support writing and themed weeks. Topics, such as Superheroes, are planned for the Early Years Foundation Stage to engage the boys and have had a positive effect on their learning.
- The spiritual, moral, social and cultural development of pupils is strong. Apart from assemblies, some years visit various religious settings such as a Hindu Temple. There is a harmonious environment for pupils to respect each other and there are good relationships between pupils and staff. With the support of sport premium funding the school is implementing its action plan to enhance physical well-being of pupils and the physical education curriculum.
- There is a well-attended breakfast club for pupils which supports parents well.
- Parents are positive about the school. They feel the school values them and that they get good information about their child's progress. A parent commented how effectively their child, who had additional needs, was supported in lessons.
- **The governance of the school:**
 - The governing body supports senior leaders well in securing the necessary improvements across the school and challenges weaker practices. They are well informed about performance management and of the staff entitled to additional rewards for good teaching. Governors have the appropriate skills to monitor their particular areas of responsibility, including checking on the progress of pupils entitled to the pupil premium, sport funding and finance. They are aware of the school's strengths and weakness, the quality of teaching and learning and are seeking to ensure all groups of pupils perform equally well. New governors have accessed training by the local authority as well as additional training to develop a better understanding of data on pupils' performance to further challenge senior leaders. Governors have a high profile and visit the school other than for meetings, involving themselves in observations of learning and curriculum-themed weeks. The headteacher's work is monitored through managing his performance, with the useful support of the local authority. The governors meet their statutory requirements for safeguarding.

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	102373
Local authority	Hillingdon
Inspection number	425544

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	625
Appropriate authority	The governing body
Chair	Graham Wells
Headteacher	Simon Hawley
Date of previous school inspection	14–15 November 2011
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