

# Coleham Primary School

Greyfriars Road, Shrewsbury, SY3 7EN

**Inspection dates** 26–27 September 2013

<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.

- Pupils achieve well from their average starting points. Most pupils achieve expected standards by the end of Year 6 and a high percentage of pupils exceed this.
- Good teaching, teachers' knowledge of pupils' past progress and high quality support and interventions enable all groups of pupils to make good progress.
- Pupils know what they need to do to improve their work because staff mark their work thoroughly and make the next learning steps clear.
- Pupils are polite and courteous and their good attitudes and behaviour make a significant contribution to their achievement. Pupils say that they feel safe in school.
- Leadership and management are good. Skilled leaders and governors have focused upon improvement through monitoring and evaluation, staff appraisal and training, so that most pupils reach high standards and make good progress.
- Pupils' good spiritual, moral, social and cultural development is evident through all aspects of the very broad and exciting curriculum.

### It is not yet an outstanding school because

- Teaching is not yet consistently of the highest standards to promote outstanding progress.
- Information and communication technology is not yet sufficiently developed to support pupils' independent research skills.
- Subject leaders have not yet developed all aspects of monitoring and evaluation in order to help pupils make outstanding progress.

## Information about this inspection

- Inspectors observed teaching in all classes and visited 25 lessons or parts of lessons. The headteacher and deputy headteacher shared in the joint observation of four lessons.
- Inspectors held discussions with pupils, parents, teachers, the headteacher, a representative of the governing body and a local authority officer. They also analysed 45 responses to the online questionnaire (Parent View). Information on the school’s website was reviewed.
- Account was taken of 18 staff questionnaires returned to the inspectors.
- Inspectors looked at records of pupil achievement and heard pupils read. They looked at pupils’ work, judgements made by leaders about the quality of teaching, and the training activities undertaken to bring about improvement.
- Attendance was checked along with safeguarding records, records of pupils’ behaviour, and the use of the pupil premium (additional funding provided by the government to support groups of pupils including those known to be eligible to receive free school meals and those who are looked after by the local authority) and the use of extra government funding for physical education.
- Plans for improvement were examined against the self-evaluation carried out by school leaders.

## Inspection team

Lynne Bradbury, Lead inspector	Additional Inspector
Janet Watts	Additional Inspector
Stuart Ransom	Additional Inspector

## Full report

### Information about this school

- Coleham Primary School is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- Most pupils are from White British backgrounds and there are a few pupils from a wide variety of other groups.
- The school meets the government's floor targets, which set minimum expectations for progress and attainment.

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

- Accelerate pupil achievement to become outstanding by:
  - increasing the proportion of teaching that is outstanding by sharing the highest quality teaching practices within the school to develop others
  - developing the monitoring and evaluation role of subject leaders
  - developing the use of information and communication technology to improve pupils' independent learning skills.

## Inspection judgements

### The achievement of pupils is good

- Children enter Reception with skills which are broadly in line with expectations of their age group. Staff quickly get to know children's learning needs and plan exciting activities and experiences both indoors and in the outdoor environment. Children learn independence and perseverance in their work across a wide range of areas of learning.
- As a result of the effective start in the Reception classes, pupils in Year 1 are able to settle quickly to the demands of the National Curriculum.
- Phonics understanding (linking letters and sounds) develops quickly and pupils are able to apply this in their reading. In the phonics test in 2013 the pupils exceeded national averages.
- By the end of Y2, pupils are a little ahead of national expectations in all areas.
- Work in books, supported by current school data, show that all groups of pupils in Years 3 to 6, including those who are known to be eligible for the pupil premium, those who joined the school during the year, disabled pupils and those who have special educational needs make good progress to achieve standards above expectations. Pupils achieve well because the school sets challenging targets for progress and provides good quality extra support.
- Pupils enjoy a wide range of reading material and are keen to talk about their favourite authors and books. They use a wide range of processes (including building letters and sounds) to read confidently and accurately with understanding. Parents are keen to support their children's reading at home, and teaching assistants provide skilled support which is successfully closing gaps in achievement.
- English and mathematical skills are developed well across all subjects. Pupils develop calculation skills well.
- Pupils know their learning targets and are given clear guidance about what success looks like. Writing is developing rapidly because there is a focus on what is to be achieved and on improving what they have done by using exciting words and accurate punctuation.
- The pupil premium supports one-to-one tuition, reading support and other extra help for those entitled to the funding. The school's tracking data show that this is very successful in raising the achievement of these pupils.
- At the end of Y6 in 2012 the percentage of pupils (on roll throughout Years 5 and 6) who achieved expected levels and progress, and those who exceeded expected progress, was above that nationally. Pupils receiving the pupil premium funding were a term ahead of similar pupils nationally. They were two terms behind their classmates in English, but in line with them in mathematics. Progress data for 2013 show that any gaps between groups of pupils in school are closing rapidly.
- Pupils enjoy the very broad range of activities offered outside the school day, and the extra funding for PE is also being used to provide sports coaching which is used to train school staff in delivering high quality PE provision.

**The quality of teaching is good**

- Teachers in Reception use every part of their indoor and outdoor environment to ensure that children enjoy learning through exciting experiences and adults usually ask questions which challenge and support learning for all groups.
- Teachers in all year groups use high quality assessment of what pupils already know in order to plan new learning for pupils of all abilities. Pupils know their targets and use them to focus their learning.
- While a small proportion of teaching seen during the inspection required improvement, there are good examples of high quality teaching developing rapid learning. This is not used sufficiently to support development towards outstanding teaching across the school.
- In the lessons in which teaching delivered the best learning, pupils made particularly good progress by using steps to success to assess their own work and improve it. In these lessons teachers matched learning experiences carefully to the needs of all pupils.
- Teachers planned lessons which engaged pupils with partners or in groups in learning activities throughout the lesson. For example, pupils use whiteboards during lesson introductions so that they join in as the teacher models new learning.
- The special educational needs co-ordinator makes sure that groups or individuals with special educational needs are tracked carefully and receive good quality support during or outside lessons leading to good progress.
- Teaching assistants make a valuable contribution to the learning and progress of all pupils within and outside lessons, and learning mentors give good support to those who experience particular difficulties.
- High quality marking and feedback by teachers helps pupils to improve their work.
- Information and communication technology does not yet give enough support for pupils in developing independent enquiry skills.
- Behaviour is managed very positively. All staff have established nurturing relationships so that pupils concentrate, have good attitudes to their work and learn new skills quickly and confidently.

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

- The school has established good relationships at all levels, and pupils and staff are proud of their care for each other.
- Pupils are respectful, polite and courteous to adults and visitors and enjoy the opportunity to share and to talk about their work. They are proud of the good behaviour in school. Teachers manage this well and offer lots of rewards for working hard.
- Pupils' attitudes are good and lead to hard work, concentration, and good progress and standards. They are excited about their school and are very keen to take part in the wide range

of clubs and opportunities offered (including music, sport, art and charity work).

- Pupils know how to keep themselves safe in and out of school.
- Pupils understand the various forms of bullying. They say they feel safe, that bullying is very rare in school, and say that, when it happens, it is dealt with swiftly and effectively. They understand issues around e-safety and how to protect themselves from the negative aspects of technology.
- Well-developed support is in place for pupils who experience social or emotional difficulties and this is effective in supporting their learning and helping pupils to focus on their work and achieve well.
- Pupils, staff and parents agree that behaviour is good.
- Attendance continues to be at least in line with the average, and the school makes extensive efforts to support those pupils whose attendance falls below what is expected.

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

- The headteacher, governors and other school leaders are ambitious for the school and for the achievement of every pupil. Staff, pupils and parents support this vision.
- Leaders and governors undertake extensive training and understand their responsibility for pupils' achievement. As a result of this, pupil achievement is good and, for some groups, is rapidly improving further.
- Rigorous monitoring by governors and senior leaders recognises appropriate strengths and school development priorities. Action plans set challenging targets, and regular, rigorous checking of progress makes sure that pupils' achievement is the prime focus of all activities within school. Some middle leaders have not yet had the opportunity to fully develop their monitoring role.
- All judgements about school, including those concerning the performance of leaders, teachers and support staff, are based upon pupils' progress. Good quality and appropriate training effectively addresses any areas of concern or development.
- The link between salary progression and pupils' achievement is understood by staff, and more is expected of those teachers on the upper pay scale.
- The school's emphasis upon a broad and exciting curriculum is reflected in the learning environment. Clay pots from a recent art project are displayed proudly across the school along with examples of pupils' hard work across many topics. Sport and music are also highly valued by pupils and staff as pupils develop particular talents and interests within and beyond the school day. There is a very broad range of clubs and activities which are very popular among pupils.
- A broad range of cultural experiences extend pupils' awareness of global and moral issues.
- Pupils' spiritual, moral, social and cultural development is a high priority across all curriculum

experiences and pupils are encouraged to look beyond their own communities. For example, they raised money to fund building a bridge for children to get to school safely in Nepal.

- Partnerships with parents support pupils' progress and parents are very proud of the school.
- There is a strong commitment to tackling discrimination and promoting equal opportunities for all pupils in the school, and this is reflected in the good achievement of all groups.
- Staff and governors have welcomed the light touch support of the local authority in driving school improvement forward.

■ **The governance of the school:**

- Governors undertake extensive training so that they are able to fulfil all statutory duties, including safeguarding. High quality monitoring and evaluation mean that development needs are identified accurately and this leads to well-focused plans for further improvement. They ensure that resources, including staffing, the pupil premium, and the extra PE funding are used effectively to raise achievement. Governors are committed to providing the very best opportunities for all pupils to achieve high standards and they measure effectiveness in terms of pupils' attainment and progress. They challenge school leaders and hold the school to account through a well-developed system of managing teachers' performance and its link with salary progression. They reward good teaching and set in place plans to tackle any under-performance.

## 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>	123389
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	427089

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Endacott
<b>Headteacher</b>	Lynn Rathmell
<b>Date of previous school inspection</b>	22 September 2008
<b>Telephone number</b>	01743 362668
<b>Fax number</b>	01743 340442
<b>Email address</b>	head@colehamprimary.co.uk

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