

Collingbourne Church of England Primary School

Collingbourne Ducis, Marlborough, Winchester SN8 3EN

Inspection dates 10–11 October 2013

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

- The quality of teaching is good in all year groups and in all subjects.
- Leadership and management are good. The headteacher, governors and leaders at all levels have maintained a consistently good quality of teaching. As a result, pupils achieve well.
- There is a very strong sense of community within the school. Pupils' behaviour and attitudes to learning are good. They feel very safe and consider that Collingbourne is 'their' school.
- The staff are committed to school improvement and are supportive of each other. They work closely together to provide a high standard of pastoral care.
- The creative curriculum provides the pupils with a wonderful range of learning experiences and opportunities.
- The governors and local authority provide effective support, challenge and direction, working closely with the headteacher and the senior leadership team.
- Parents are proud that their children attend Collingbourne and trust that the changes and decisions that are made are always in the interests of their children.

It is not yet an outstanding school because:

- Expectations of the progress pupils are capable of achieving are not consistently high in Key Stage 1 for the more able pupils.
- The roles of subject and middle leaders are not fully developed.
- The quality of teachers' marking is not consistently good in every class.

Information about this inspection

- The inspection was carried out over two days, with half a day's notice.
- All full-time staff were observed teaching. A total of 10 lessons were seen. This included two joint observations with the headteacher.
- The inspector heard pupils from Years 2 and 3 read individually.
- Meetings were held with groups of pupils, members of the governing body, subject leaders, the special needs coordinator and members of the school leadership team.
- A telephone call was made to the school improvement adviser.
- The lead inspector looked at a wide range of school documentation, including the school's improvement plan and the school's data for tracking the progress and attainment of individual pupils and specific groups.
- The inspector also looked at the work pupils were doing in their books.
- Informal discussions with parents took place at the beginning and end of the school day. The 20 responses to the online questionnaire (Parent View) were taken into account. Responses from 10 staff questionnaires were also considered.
- During the inspection, pupils' behaviour was observed, both inside and outside of the classroom, and the school's safeguarding procedures were scrutinised.

Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Full report

Information about this school

- Collingbourne is a smaller-than-average-sized primary school and is situated south of Marlborough.
- Almost all the pupils at Collingbourne come from White British backgrounds.
- There are five classes: a mixed Reception and Year 1 class, a mixed-age Year 1/2 class, a Year 3/4 class, a Year 4/5 class and a Year 6 class.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average. There are currently 27 children with parents in the armed services. There are no pupils in local authority care.
- The proportion of pupils who are disabled or have special educational needs supported at school action is below the national average. The proportion of pupils at school action plus or with statements of special educational needs is also below the national average.
- The school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The numbers of pupils on roll at Collingbourne has been steadily increasing over the last three years and places in the Reception class have been over-subscribed for seven years.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that the level of challenge and expectations of the progress pupils can achieve are consistently high in Key Stage 1 for the more able pupils
 - ensuring teachers have regular opportunities to observe and share examples of the best practice in teaching in the school
 - using marking consistently across all year groups in order to reflect pupils' success and to explain what they need to learn next in order to make better progress.
- Improve the quality of leadership and management by developing the roles of middle and subject leaders in improving the quality of teaching and raising attainment.

Inspection judgements

The achievement of pupils

is good

- Although the skills and knowledge of children starting school in the Reception Year can vary from year to year, pupils' achievement is good because they make good overall progress. Year 6 pupils leave the school having attained standards above the national average.
- Pupils' attainment in the national assessments at the end of Key Stage 1 has been broadly in line with, or above, national averages in recent years and reflects a consistent track record over time. In 2012 all pupils achieved at least Level 2 in reading, writing and mathematics. However, results can fluctuate slightly each year because of the relatively small number of pupils involved.
- The pattern of achievement in Key Stage 2 has also shown a clear upward trend and, in unvalidated 2013 national tests, the Year 6 pupils attained the school's highest results over the last five years.
- Even though overall attainment continues to rise, the more able pupils do not always make the accelerated progress they are capable of in Key Stage 1, and more pupils could reach Level 3 in reading, writing and mathematics than they do at present.
- Across the school, pupils make good progress in learning to read. Older pupils read widely for pleasure and to help them learn. Younger pupils have a good knowledge of letters and sounds and use their skills to read unfamiliar words. The school achieved above the national average in the most recent Year 1 phonics screening check. The school's themed library has vividly captured pupils' enthusiasm as they step through the 'wardrobe' into Narnia!
- In English and mathematics the attainment of pupils eligible for the pupil premium, including those with a parent in the armed forces, is broadly in line with that of other pupils in the school. Well-planned interventions support the achievement of pupils with disabilities or special educational needs and are beginning to narrow the gap between their attainment and that of all other pupils.
- The overwhelming majority of parents who responded to the online questionnaire or were spoken to during the inspection consider that their children are making good progress and achieving well throughout the school.
- Information about how well pupils are doing is regularly collated, and this information is used systematically by the staff to check that any pupils who are in danger of underachieving are helped to catch up.

The quality of teaching

is good

- The quality of teaching is good and some is outstanding. In all year groups, teachers regularly ensure pupils work well together to discuss the meaning of words, how to solve problems and how to further improve their work. As a result, pupils develop strong social and communication skills as well as a good understanding and command of language.
- The teamwork and morale of the teachers is very evident and highlights their desire and commitment to work towards every pupil achieving his or her potential. Staff are being provided with increased opportunities to observe and share examples of best practice in teaching at Collingbourne and in other schools.
- In most lessons, teachers ensure that learning is fun and sharp questioning skills keep most pupils involved. A good example of this engagement was seen in a Year 6 lesson when pupils were inspired to write their own version of the poem, 'The Magic Box'.
- Pupils understand their targets in English and mathematics. Marking and feedback are also helping pupils to improve their performance. However, the quality of marking is weaker in some year groups than in others and does not always help pupils to understand what they need to do to improve their work.
- The use of information and communication technology (ICT) is well integrated across the

curriculum and all year groups develop a good level of proficiency in the use of computers. During the inspection Year 1/2 pupils were observed proudly producing their own survey graphs showing different ways of travelling to school.

- Teaching assistants and additional staff provide extremely effective support for the class teachers and are particularly effective when leading learning in small groups and when providing support for individual pupils. Those with special educational needs make consistently good progress.
- However, teachers in Key Stage 1 do not always ensure that the level of challenge and expectations of the progress the more able pupils can achieve are consistently high, and this affects their progress.
- Collingbourne offers excellent pastoral care and support. Pupils with severe needs are monitored very closely and cared for throughout every school day.

The behaviour and safety of pupils are good

- Pupils really enjoy their time at Collingbourne and leave with many happy memories. They are well mannered and polite towards their teachers, visitors and each other.
- Almost all lessons have a positive atmosphere and pupils enjoy their learning. They settle well and any inappropriate behaviour is managed very professionally and effectively by the staff and seldom disrupts the learning of others.
- Incidents of misbehaviour are rare and there have been no exclusions in recent years
- The rates of attendance have been well above average in recent years and parents ensure that their children arrive on time.
- Pupils are extremely well cared for and feel safe at Collingbourne. They feel adults will sort out any problems and are always willing to listen. They have a genuine understanding of what bullying really is and could explain different types of bullying, such physical, emotional and cyber bullying.
- Collingbourne has achieved 'Healthy Schools' status; pupils have a good understanding of the importance of a healthy diet and regular exercise and the vast majority pursue an active lifestyle both inside and outside of school. The range of sporting activities is very wide and includes contact and tag rugby, swimming, 'Zumbatonic' netball, rounders, 'street surfing', cricket and multi-sports.
- The older and younger pupils mix well together and the older ones look out for the youngest children on the playground and around school.
- The systems and logs used to record the few instances of poor or inappropriate behaviour are detailed, accurate and up to date.
- A positive ethos and learning climate is a 'way of life' at Collingbourne and good relationships are seen in all year groups. The teachers are strong and appropriate role models for their pupils. Mutual respect and trust are evident within the school.
- The great majority of parents who responded to Parent View, the online questionnaire, or who were spoken to expressed a positive opinion regarding the safety of their children and behaviour in the school.

The leadership and management are good

- Leadership and management are good. The school is led by a dedicated and experienced headteacher who displays a clear and determined vision for school improvement. The standards of academic attainment and behaviour have been consistently good in recent years.
- The headteacher, staff and governors are ambitious for the school's development and have a good understanding of Collingbourne's strengths and areas for improvement. As a result, self-evaluation is thorough and honest. The school has put in place significant improvements, both to the pupils' breadth of learning and the school's environment and resources in recent times.

These improvements demonstrate that the school has a strong capacity to improve.

- Subject leaders and middle leaders are relatively new to their posts and are beginning to develop their roles and become more involved in, and responsible for, raising pupils' achievement and improving the quality of teaching.
- All staff and the vast majority of parents who responded to the online questionnaire or were spoken to consider that the headteacher and senior leaders provide effective leadership and management across all areas of the school. A very small minority of parents are unhappy with aspects of the school's work, including the school's communication with parents.
- The headteacher and governing body have put in place a long-term plan to ensure the sustained improvement of the school over the next few years. This includes ambitious but attainable targets.
- The leadership of teaching is a clear focus and an effective performance management system operates. Teachers' pay and promotion within the school are closely linked to performance and appraisal. The school provides regular and appropriate training to ensure teachers' ongoing professional development.
- The school's leadership has put in place some exciting and innovative improvements to the outdoor environment, including a theatre and wildlife area. In addition, a very well-equipped information and communication technology suite has been established in the 'heart' of the school. There are clear plans to enhance the ICT provision, including with 'touch' technology.
- All safeguarding arrangements comply with statutory regulations. The leadership team are quickly aware of, and respond appropriately to, any issues relating to child welfare.
- Collingbourne welcomes everybody and fully supports its Christian and inclusive ethos. Discrimination is not tolerated. Every effort is made to provide effective support for all groups of pupils and every individual so that there is equality of opportunity.
- The school works very closely in partnership with parents. One parental contribution that is much appreciated by the pupils is 'Hot Dog Fridays'!
- The local authority has provided well-measured advice and support to the school which has been helpful during recent staffing changes.
- The curriculum provides pupils of all ages with an excellent range of opportunities to develop new skills and to gain a spiritual and cultural understanding of the world around them. The development of the pupils' moral and social awareness and understanding is well supported through the curriculum and assemblies and by close links with the local church.
- The school operates a school and eco-council and pupils benefit from numerous opportunities to take on positions of responsibility. They play a very pro-active role in the life of the school. The school places a high priority on 'empowering' its pupils. The 'Learning to Lead' programme has provided a very wide range of experiences and opportunities, which culminates in a trip to the Houses of Parliament before Christmas.
- The school has made good use of the additional primary school sports funding and offers numerous sporting activities for the pupils, including football, swimming, rugby, hockey, gymnastics, netball and ball skills.
- **The governance of the school:**
 - All governors have attended training to ensure they are fully aware of their roles and responsibilities. Governors have a clear picture of pupil achievement and how well Collingbourne compares with other local schools and nationally. They have a reasonable understanding of how good teaching is in different year groups and how pay structure and promotion are related to teachers' performance. Areas of the school's performance which need to be strengthened are clearly understood and governors work closely with the headteacher to ensure the school improvement plan is being implemented and its effectiveness monitored. The governing body has an appropriate committee structure and individual and full governors' meetings are scheduled regularly. Governors possess a range of skills and experience which are well utilised, and individual governors are assigned specific areas of responsibility within the school. The school's finances are very carefully and professionally managed and individual budgets are appropriately allocated. The areas in which pupil premium funding is spent are well understood and governors are aware of how

effectively this is improving levels of pupil attainment. Governors are kept well informed by the headteacher and they ensure the school fulfils all statutory duties, including those requirements related to safeguarding and the safe recruitment of staff.

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	126320
Local authority	Wiltshire
Inspection number	426823

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	125
Appropriate authority	The governing body
Chair	Elizabeth-Ann Reed
Headteacher	Jeff Mason
Date of previous school inspection	15th October 2008
Telephone number	01264 850346
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