

Colebrook Junior School

Towcester Road, Swindon, SN3 4AS

Inspection dates

6–7 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils' progress in reading, writing and mathematics is not consistently good. The proportion of pupils who make the progress that is expected of them, particularly in reading and mathematics, is below average.
- In some lessons work is not hard enough for more-able pupils.
- More-able pupils do not make good progress. Few reach the highest levels of attainment by the end of Key Stage 2.
- The quality of teaching has not been good enough in the past to make sure that pupils' progress is consistently good.
- Teachers' marking, although detailed, does not always clearly tell pupils how to improve their work.
- Younger pupils are not clear on what targets they should be aiming for in English and mathematics, or how to reach them.
- In some lessons the progress pupils make slows because teachers start with a lengthy introduction before they can start work.
- School leaders do not use information on pupils' achievement precisely enough to check the progress being made by different groups of pupils.
- The school's plans for improvement do not contain measures of success which are linked to pupils' achievement, so they can be checked to make sure they are working.

The school has the following strengths:

- Pupils are now making much faster progress in reading, writing and mathematics than they were previously.
- Standards of pupils' writing are improving well because pupils have topics and situations to write about which they find interesting.
- The quality of teaching is improving. Inspectors saw a number of lessons in which teaching was good or outstanding.
- Pupils behave very well in school. They enjoy school, work hard and feel safe.
- Pupils' attendance is consistently above national average levels.
- The school has a good relationship with its parents and carers, who are supportive of the school and its leaders.
- The new headteacher, supported by governors and other school leaders, has a clear sense of purpose. School leaders have made significant improvements to the school in the last two years which are beginning to make an impact on pupils' achievement.

Information about this inspection

- Inspectors observed 13 part-lessons, four of which were jointly observed with the headteacher. All classes and full-time class teachers were seen. Inspectors also listened to pupils read and looked at pupils' work.
- Meetings were held with pupils, staff, school leaders, governors and with a representative from the local authority. The lead inspector also spoke on the telephone to the school's improvement partner.
- Inspectors spoke to a number of parents and carers at the start of the school day. They looked at the 11 responses to Ofsted's online questionnaire, Parent View, and at 12 staff questionnaires.
- Inspectors looked at the school's plans for improvement, records of the quality of teaching, school information on the progress of pupils and at nationally published results. They also looked at records of pupils' behaviour and attendance, and at how the school keeps its pupils safe.

Inspection team

Mike Phipps, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- The school is smaller than average in size.
- Pupils in the four year groups are organised into six classes, two of which contain pupils of mixed ages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is lower than average. The proportion who are supported at school action plus or with a statement of special educational needs is also below average.
- The very large majority of pupils are of White British heritage and speak English as their home language.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is the additional funding provided for children in local authority care and those known to be eligible for free school meals.
- The headteacher was appointed in September 2011, and the deputy headteacher in September 2012.
- 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?

- Improve the quality of teaching so that more is good or outstanding by making sure that:
 - pupils know what targets they should be aiming for in English and mathematics, and what they should do to reach them
 - teachers use information on pupils' achievement to plan work which is at just the right level of difficulty for all pupils, especially more-able pupils
 - pupils are able to start work on their own in lessons more quickly, without a lengthy introduction from the teacher
 - teachers' marking clearly tells pupils how to improve their work, and pupils are given time to respond to this marking.
- Accelerate pupils' progress, especially in mathematics, by making sure that:
 - more-able pupils consistently make the progress of which they are capable
 - pupils who are not on track to make good progress are quickly identified and supported so they can catch up.
- Make sure that school leaders at all levels:
 - use information on pupils' performance more effectively to check the progress of all groups of pupils
 - draw up plans to improve the school which have measures of success that are linked to pupils' achievement, and which can be more easily checked to make sure they are working.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils join the school with above-average standards of attainment. They do not make consistently good progress in reading, writing or mathematics. The proportion of pupils who make or exceed the progress that is expected of them, particularly in reading and mathematics, is below average. Improvements made by school leaders in the last two years are improving pupils' rates of progress, but they have not yet had time to make an impact across the whole of Key Stage 2.
- More-able pupils do not make good progress. The proportion of pupils who reach the highest levels of attainment by the end of Year 6 in reading, writing and mathematics is below the national average.
- Pupils' standards of reading are broadly average. Books are well matched to pupils' abilities. Well-planned guided reading sessions develop pupils' reading skills well. By Year 6 most pupils are confident readers who talk with enthusiasm about their favourite books and authors.
- Pupils' standards in mathematics are slightly below average. Pupils have the chance to practise their skills in a range of subjects, but teachers' expectations in mathematics lessons are sometimes too low, particularly of more-able pupils.
- Disabled pupils and those who have special educational needs are supported by teaching assistants in lessons. They make similar progress to that of other pupils.
- Pupils who are known to be eligible for the pupil premium make similar progress in all year groups to that of other pupils in the school. Extra funds from the pupil premium have been spent on one-to-one tuition, booster groups in English and mathematics and support for residential visits, clubs and activities. The attainment of these pupils is usually in line with that of other pupils, but in 2013 they were around one term behind other pupils in English, and around three terms behind in mathematics. School information shows that this gap will close in future years.
- Pupils have made much faster progress in reading, writing and mathematics in all year groups in the last two years than was the case previously. This is a result of improvements made by school leaders to the quality of teaching.
- Standards of pupils' writing are broadly average and improving because the school's curriculum gives pupils a wide range of topics and situations to write about which they find interesting.
- Checks of pupils' work confirm that the rate of pupils' progress is now accelerating, and that no groups of pupils are making progress which is inadequate.

The quality of teaching

requires improvement

- Although it is improving, the quality of teaching has not been good enough for a sustained period of time to make sure that pupils' progress is consistently good.
- In some lessons work is not hard enough for more-able pupils. Although all lessons have clear learning objectives, these are not modified to take into account the different starting points of pupils. More-able pupils are sometimes given extra work to do that does not have a high enough level of challenge.
- Teachers sometimes do not have high enough expectations of what pupils can achieve in lessons. In a mathematics lesson, for example, pupils were not encouraged to come up with their own strategies on how to present some data but were very closely directed by the teacher. This limited the development of pupils' problem-solving skills and their ability to work independently.
- Some lessons start slowly with a lengthy introduction from the teacher before pupils start work, which reduces the progress they make. In an English lesson, for instance, pupils had to listen to an explanation from the teacher which lasted almost half of the lesson before they could work

on their own to practise their skills. This meant they made less progress than they could.

- Teachers' marking is regular and detailed, but it does not always clearly and consistently tell pupils how to improve their work.
- Pupils other than those in Year 6 are not clear on what targets they should be aiming for in English and mathematics, or what they should do to reach them.
- The use of teaching assistants varies. Sometimes they make a good contribution to pupils' learning. In other lessons they are able to contribute less during sessions when the teacher is teaching the whole class because their role has not been planned carefully enough.
- The quality of teaching is improving. Inspectors saw a number of lessons in which teaching was good or outstanding. Relationships between teachers and pupils are very positive. In many lessons pupils are encouraged to talk to each other, to share ideas and come up with answers and strategies for themselves.
- In a mathematics lesson Year 6 pupils made good progress in learning about pie charts because the work was very closely matched to their abilities, more-able pupils were able to move on to harder work when they were ready, and very good relationships meant that pupils were keen to work hard and do well.
- In the best lessons pupils assess their own work and that of their classmates. In an outstanding Year 5/6 English lesson on the imagery in poetry of the First World War, for example, pupils came up with some very thoughtful and sensitive ideas. Pupils then very maturely reviewed each other's work in a moving and memorable lesson which made a strong contribution to pupils' spiritual, moral, social and cultural development.

The behaviour and safety of pupils are good

- Pupils behave very well in class and around school at playtime and lunchtime. They are polite and friendly, and treat adults and each other with respect.
- Pupils' attitudes to learning are consistently good. They work hard in lessons and enjoy learning. They understand the importance of good behaviour, and told inspectors that they were keen to do well at school so they would be successful in later life.
- Pupils told inspectors that they feel safe in school, and are taught how to keep themselves safe. They have a good understanding of, for instance, the potential dangers of the internet. They understand different types of bullying, and say that bullying in this school is rare. School records confirm this. Pupils are confident that if they told an adult, any bullying would be stopped.
- Parents and carers say that pupils behave well in school, are well looked after and feel safe. Staff also feel that pupils' behaviour is good.
- Pupils' attendance is above average. Pupils are punctual to school and to lessons.
- Staff, parents, carers and pupils all told inspectors that pupils' behaviour has improved significantly under the leadership of the current headteacher.
- Pupils' behaviour and safety are not outstanding because in lessons when teaching is not good enough to engage them, they sometimes lose concentration and their attention wanders.

The leadership and management require improvement

- Leadership is not good because the quality of teaching has not been good enough for a sustained period of time to make an impact on pupils' achievement, which still requires improvement.
- Although school leaders check pupils' progress regularly, these systems have yet to secure good pupil progress. Leaders do not use information on pupils' achievement precisely enough to check the progress being made by different groups of pupils.

- The school's plans for improvement concentrate on the right areas, but they do not contain measures of success which are linked to pupils' achievement. This means the plans cannot easily be checked by senior leaders and governors to make sure that they are making a real impact on how well pupils are doing.
- There have been many improvements to the school made by the new headteacher and the recently appointed senior leadership team following an unsettling period of change and uncertainty.
- Systems to manage the performance of teachers have recently been strengthened, and are linked to teachers' salary progression. Judgements are based on pupils' progress. There are good opportunities for teachers to develop their skills. Teachers are now held to account for the progress of the pupils they teach in half-termly meetings.
- The school's curriculum provides pupils with interesting and enjoyable topics and lessons in which they can practise their literacy, numeracy and information and communication technology skills. A range of visits, clubs, activities, responsibilities and special events contributes well to pupils' spiritual, moral, social and cultural development.
- Leaders in charge of numeracy and literacy are making a good contribution to pupils' increasing rates of progress. They are developing well in their roles as future school leaders.
- The school plans to spend the extra primary sports funding on coaches for after-school sports, on training for staff and on developing the playground and other outdoor facilities to encourage pupils to become more active. It has plans to evaluate the impact of this spending.
- Parents and carers are supportive of the school and its leaders. One spoke for many in saying, 'My child loves getting out of bed to come to school each day.' Parents and carers of disabled pupils and those who have special educational needs speak highly of the school's work.
- The school's arrangements to keep its pupils safe meet legal requirements.
- The school is committed to equality of opportunity and to making sure that discrimination is not tolerated.
- The school has received useful support from the local authority, particularly in helping to improve the quality of teaching.
- **The governance of the school:**
 - Governors are ambitious to improve the school, and show a growing capacity to hold leaders to account for the performance of the school. The Chair of the Governing Body is a regular visitor, and plans are in place to link governors to a specific class or areas so they get more first-hand experience of the work of the school. Governors have an accurate view of the school's strengths and weaknesses, and have carried out a scrutiny of pupils' written work for themselves. They know about the quality of teaching, how the school's performance management systems help to improve the quality of teaching and how any underperformance is tackled. They understand what data about pupils' performance tell them about how well the school is doing compared to other schools nationally, though they might have challenged leaders more rigorously in the past over pupils' disappointing results. They are aware that they need to monitor pupils' progress more regularly. Governors oversee the budget well, and know how extra funds, for example from the pupil premium, are spent, but they are less clear on the impact of this spending. They are keen to improve their skills, and many have undertaken further training.

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	126252
Local authority	Swindon
Inspection number	433155

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Jan Milsom
Headteacher	Nikki Scully
Date of previous school inspection	26–27 January 2011
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