

# Colston's Primary School

18 Cotham Grove, Bristol, BS6 6AL

**Inspection dates** 25–26 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	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		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils achieve well. Attainment is, currently, above the latest national averages in both key stages.
- Most pupils are, currently, making good progress in reading, writing and mathematics.
- Pupils benefit from teaching that is usually good, with a growing amount that is outstanding.
- Reading is taught very well. Pupils quickly grasp the skills they need and go on to become fluent readers with a love of books.
- Pupils behave well and value their school. They have positive attitudes to learning and take good care of each other.
- The headteacher and senior team provide very strong leadership. They promote high quality teaching, which results in pupils' achievement being good and improving.
- Governors are rigorous and efficient in conducting their responsibilities. They are focused exceptionally well on improving outcomes for all pupils.

### It is not yet an outstanding school because

- Not all pupils are able to make accelerated progress and attain the higher levels in all subjects.
- Teaching is not generally outstanding. Some teaching does not demand enough of the pupils by challenging them to extend their learning and give of their best.

## Information about this inspection

- During the inspection, 25 lessons and parts of lessons were visited. Seven observations were carried out jointly with senior members of staff.
- The views of pupils were gathered in lessons and at break times. One inspector also met formally with a group of pupils from across the school.
- Inspectors listened to some pupils in Year 1 and Year 5 read and spoke to others about their reading. Inspectors also looked at work in pupils' books and spoke to some pupils about their work.
- Inspectors considered the 45 responses to the staff survey and 56 responses to Parent View, the online parent questionnaire. Inspectors spoke with parents and considered a number of additional comments received during the inspection.
- A range of documents was looked at during the inspection, including information on pupils' current levels of attainment and rates of progress, records of governing body meetings, the school improvement plan and records relating to safety, attendance, safeguarding and behaviour.

## Inspection team

Phillip Minns, Lead inspector

Her Majesty's Inspector

Dale Burr

Additional Inspector

Stephanie Matthews

Additional Inspector

## Full report

### Information about this school

- Colston's Primary School is larger than the average primary school.
- Colston's Primary School converted to become an academy on 1 September 2012. When its predecessor school, Colston's Primary School, was last inspected by Ofsted, it was judged to be good.
- The proportion of pupils supported by the pupil premium (additional funding given to the school by the government for certain groups, including those eligible for free school meals) is lower than average.
- The majority of pupils come from White British backgrounds. A third of pupils come from minority ethnic backgrounds. An average proportion of pupils speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is in line with the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is much lower than the national average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

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

- Make teaching outstanding and enable pupils to make rapid and sustained progress in all subjects and classes by:
  - ensuring consistently high expectations of the quality and quantity of work completed in lessons
  - making sure pupils understand the feedback they are given and have regular opportunities to respond and improve their work
  - developing teachers' skills to challenge all pupils to learn and make rapid progress throughout lessons.

## Inspection judgements

### The achievement of pupils is good

- Most children enter Reception with a range of skills, knowledge and understanding that is typical for their age. However, in recent years, a growing number of children enter with limited language and communication skills.
- Children make good progress overall in the Reception classes, although they make more progress in early reading and writing skills than they do in mathematics. Children enter Year 1 as confident learners, with the majority having the skills and understanding typical for their age, with some exceeding these.
- Phonics (the sounds that letters make) is very well taught. Consequently, most pupils reach the national standard in the phonics check in Year 1. Pupils for whom English is an additional language achieve as well as other pupils in their understanding of English words.
- By the end of Key Stage 1, pupils have made good progress and attainment is, currently, ahead of national standards. Many pupils achieve exceptionally well.
- Attainment at the end of Key Stage 2 is consistently above national averages in reading and writing. In 2013, the proportions of pupils making expected and more than expected progress were in line with national figures in reading, and well above these in writing. The progress of pupils currently in Year 6, when compared with the most recent national figures, is good. Around half of the current cohort has made more than expected progress in both reading and writing.
- In mathematics, attainment at the end of Key Stage 2 was well above national averages in 2011 and significantly above in 2012. In 2013, results in mathematics dipped to below average. This was the result of weaknesses in teaching in Key Stage 2. The school acted swiftly to address these issues, for example by introducing a consistent approach to the teaching of calculation skills. As a result of the school's actions, pupils currently in Key Stage 2 are making good progress in mathematics.
- Disabled pupils and those who have special educational needs make good progress due to the effective support and well-planned help they receive.
- The school closely tracks the achievement of pupils from different ethnic groups and those who speak English as an additional language to ensure they make at least good progress. Consequently, they achieve as well as other pupils.
- The most-able pupils make good progress across the school as a result of the good teaching they receive. This is because the basic skills are well taught and teaching contains sufficient challenge to enable pupils to make the accelerated progress they need to achieve the higher levels.
- The school's additional funding is used well to support eligible pupils and to accelerate their rate of learning. In 2013, there was over a year's attainment gap between this group of Year 6 pupils and others in the school. However, these pupils were not representative of other year groups at the school. As a result of the attention given to pupils currently eligible for additional funding by teachers and leaders, their progress is good across the school. Consequently, there is no difference between the attainment of these pupils and other pupils currently in Year 6, in reading, writing and mathematics.

### The quality of teaching is good

- Teaching is typically good, and on occasion outstanding. Teaching is not yet outstanding overall as teachers' expectations of pupils are not consistently high and some lessons do not provide enough challenge for pupils to make more than expected progress.
- In the Early Years Foundation Stage, children enjoy a bright and lively indoor environment and a well thought out outdoor space. They experience a good balance of different activities. The effective teaching of the sounds that letters make is ensuring that children develop their reading skills well.

- Pupils supported by additional funding are benefiting from a comprehensive range of extra support in addition to good teaching every day. Consequently, these pupils achieve at least as well as other pupils.
- An increasing amount of teaching across the school is outstanding. This has led to an increasing number of pupils making more than expected progress. In these lessons, teachers provide clear explanations and challenging activities. They have very high expectations of pupils and use skilled teaching assistants very effectively to support learning. The pupils respond admirably to these high expectations and learn exceptionally well.
- Teachers make good use of the assessment information they have to prepare challenging learning for all pupils. The tracking of pupils' progress is very thorough, which helps teachers to confirm that pupils are achieving well. Work for the most-able pupils is set at the correct level. It provides sufficient challenge to enable them to make good progress.
- Disabled pupils and those who have special educational needs are well supported with extra help during lessons. Additional support is delivered carefully and evaluated to ensure it helps pupils make good progress.
- Teachers and other adults in the school establish very positive relationships with the pupils and want them to do well. While some teachers have very high expectations of the quantity and quality of work that pupils produce, others do not. Consequently, some pupils do better than others in some classes and subjects.
- Teachers give feedback to pupils so that they know how well they are doing and what they need to do to improve. The quality of feedback is particularly helpful for pupils' mathematics and written work. Expectations that pupils will respond to, and learn from, this feedback are not consistent across the school. Therefore, some pupils do not receive the time or encouragement they need to improve their work.

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

- The behaviour of pupils is good. Pupils of all ages are courteous to visitors, staff and each other. School values, such as 'equality' and 'democracy', are promoted across the school and contribute well to pupils' good behaviour.
- Pupils' attitudes to learning are mostly good. In a very small number of lessons, teachers do not have high enough expectations of the quantity and quality of pupils' work. On these occasions, pupils become restless and lose concentration.
- Pupils say behaviour at playtime is good. The school's buddy system is effective in helping all pupils to get on well with each other. The range and quality of activities provided for pupils during breaks, along with the good level of adult support and supervision, make playtimes safe and enjoyable.
- Incidents of bullying are rare. Well-developed procedures are applied effectively to deal with different forms of bullying, including cyber bullying and name calling. Pupils told inspectors that they know what action to take should bullying occur. A large majority of parents who responded to the online Parent View survey agree that the school deals effectively with bullying.
- There have been no exclusions for poor behaviour since academy status was gained.
- The school's work to keep pupils safe and secure is good. Safety is given a high priority and is a strength of the school. Leaders make sure the building is secure and staff are carefully checked prior to appointment. Pupils say the school is a safe place to learn and it cares for everybody. One pupil's comment reflected the views of many when saying, 'Everyone is equal in our school.'
- The school's attendance rate has improved this year. This is because staff rigorously monitor pupils' absence. Consequently, absence rates are reducing and attendance is, currently, above the latest national average. The school has been particularly successful at promoting attendance in newsletters and through weekly celebrations.

**The leadership and management are outstanding**

- The headteacher, ably supported by her senior team, successfully conveys ambition and determination for the pupils in the school. They expect at least good achievement for all pupils and insist on teaching that is consistently good and increasingly outstanding. They acted quickly and decisively to tackle the dip in achievement in mathematics in Key Stage 2 in 2013. As a result, pupils' standards are rising – as typified in the current achievement of pupils in the school and improved results for pupils in receipt of additional support.
- Leaders rigorously check and review the school's performance. Information about pupils' outcomes is carefully analysed so that actions specifically target areas of poorer performance. As a result, the school has a very good understanding about what it needs to do to improve. For example, the school's focused development of phonics teaching has resulted in most pupils attaining the national standard in Year 1.
- Procedures for managing the performance of teachers are extremely effective. The school has a track record of successfully tackling underperformance. There is a strong emphasis on the development of teaching. Professional development is very effective. Consequently, there is an improving trend in pupils' attainment.
- The school provides an engaging curriculum and a range of varied and memorable learning experiences. The wide variety of enrichment activities contribute strongly to pupils' spiritual, social, moral and cultural development.
- The carefully planned programme of professional development opportunities has enabled middle and senior leaders to develop their leadership skills. Consequently, leadership is very well developed throughout the school.
- Equality of opportunity is considered at every level in the school. Additional funding is used very effectively to provide eligible pupils with extra support that ensures they do well. Initiatives, such as philosophy lessons for targeted pupils, are having a very positive impact on pupils' progress.
- Evidence gathered via discussions with parents and responses from Parent View indicate that parents are very happy with the care and education provided for their children. The school takes its responsibilities towards parents very seriously, and undertakes a range of activities to enhance high quality relationships with the local community.
- The school has commissioned some valuable support from external consultants to help leaders when judging the school's effectiveness. The school has continued to buy in some focused support from the local authority, for example for governors' training which has strengthened their capacity to challenge the school.
- The primary school sport grant is used very well to extend pupils' sporting opportunities. A range of activities, both during and after school, is provided and closely monitored to ensure they are well attended by all groups of pupils. Staff are able to develop their skills alongside sports specialists to help sustain the range of activities on offer in the long term. Consequently, pupils gain significant benefit from improved physical fitness and well-being.
- All statutory requirements for safeguarding are met and systems are managed effectively.
- **The governance of the school:**
  - The governing body holds the school stringently to account to ensure good achievement for pupils. Governors have a very clear understanding of information about pupils' attainment and progress and of the quality of teaching. This very good level of understanding enables them to ask leaders questions about the school's performance and hold senior leaders to account for their actions. Governors know how the performance of staff is managed and they ensure that promotion and pay awards reflect the progress pupils make. They closely monitor how additional funding is spent to ensure that it has maximum impact on pupils' progress. Governors manage their own performance well. For example, they sought outside expertise to evaluate their practice and have improved their own work as a result.

## 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>	138708
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	444238

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>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Packman
<b>Headteacher</b>	Maddy Kent
<b>Date of previous school inspection</b>	N/A
<b>Telephone number</b>	0117 377 2610
<b>Email address</b>	office@colstonsprimary.co.uk



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