

Colley Lane Primary School

Colley Lane, Halesowen, B63 2TN

Inspection dates 2–3 December 2014

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

Summary of key findings for parents and pupils

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

- The progress that pupils make through the school is inconsistent so not enough of them reach high enough standards in mathematics, spelling, grammar and punctuation.
- Teachers' expectations of what pupils, particularly those in Key Stage 1, can achieve are not high enough.
- Teachers do not make good use of the information they hold about what disabled pupils and those who have special educational needs, can do. Consequently, they do not always plan activities that interest and motivate such pupils.
- The most able pupils are sometimes given work that is too easy at the start of lessons, which slows their progress.
- Teachers do not always tell pupils precisely how they can improve their work.
- Teachers do not give pupils sufficient time to make corrections or check that they have learned from the guidance teachers have given them.
- Leaders have not ensured that all parents understand their role in supporting their children's education and as a result, there are too many long term pupil absences.
- Leaders have an overly positive view of the quality of teaching and pupils' performance. The plans they have drawn up are not sufficiently detailed, so teaching and achievement are not improving consistently across the school.
- Leaders do not analyse the progress of different groups of pupils in enough detail to gain a clear picture of pupils' achievement.
- Teachers taking up new positions of responsibility have not been supported well enough in their new roles.
- Governors are insufficiently involved in checking the school's work, challenging senior leaders about pupil performance and in setting the agenda for school improvement.

The school has the following strengths

- Children in the Nursery and Reception classes get off to a good start because of strong teaching and accurate assessment.
- The calm and welcoming ethos of the school provides a caring environment in which pupils' behaviour can flourish.
- Behaviour is good in the school and leaders ensure that pupils are safe.
- Leaders have improved the teaching of reading, which is now taught well across the school, so pupils make good progress.

Information about this inspection

- Inspectors observed 31 lessons, seven of which were jointly observed with senior leaders. In addition, inspectors made other short visits to lessons and listened to pupils read.
- Inspectors took account of the 20 responses to the online questionnaire, Parent View, and spoke informally to parents as they brought their children to school.
- Meetings were held with two groups of pupils, governors, senior and subject leaders, teaching staff and a representative from the local authority.
- The information from 43 staff questionnaires was taken into consideration.
- Inspectors observed the work of the school, and looked at pupils' books and at a number of documents, including the school's own data, self-evaluation and monitoring of how well pupils are making progress. They also checked planning documents, records of checks on the quality of teaching, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Simon Blackburn, Lead inspector	Additional Inspector
Aleksander Szwagrzak	Additional Inspector
Carol Deakin	Additional Inspector
Julia Spittle	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- At 36.3%, the proportion of pupils eligible for support through the pupil premium (additional funding to support pupils eligible for free school meals or who are looked after by the local authority) is above the national average.
- At 19.6%, the proportion of disabled pupils and those with special educational needs is above average.
- About a third of pupils come from minority ethnic backgrounds and about a quarter speak English as an additional language.
- 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 and accelerate pupils' progress in mathematics, spelling, punctuation and grammar, particularly in Key Stage 1, by ensuring that all teachers:
 - have the highest expectations of what pupils are capable of and set targets that push them to meet their full potential
 - provide suitably challenging tasks for the most able pupils from the start of lessons
 - use the detailed information they hold about what disabled pupils and those with special educational needs can already do to plan lessons that engage and enthuse them
 - implement the school marking policy more consistently so that all teachers make clear what pupils need to do to improve their work, give pupils time to respond to their teacher's guidance and check that pupils act on it in their future work.
- Strengthen leadership and management by:
 - ensuring all staff new to leadership roles are given good support so that they understand their responsibilities and have the skills needed to discharge them
 - analysing the progress of different groups of pupils more closely as they move through the school
 - ensuring leaders' evaluation of the quality of teaching and other aspects of the school's work is realistic and that plans for improving the school are sufficiently detailed
 - increasing the understanding and involvement of governors in improvement planning and in ensuring that they challenge leaders about the school's performance more rigorously
 - improving the engagement of parents in their children's learning in order to reduce the frequency of persistent absenteeism.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management require improvement because leaders and managers have not improved the quality of teaching rapidly enough to ensure that pupils' achievement has been consistently good across the school.
- Leaders' evaluations of teaching and achievement are too generous. The analysis of pupils' progress on the basis of test results in 2014 was not given sufficient weighting when considering the quality of teaching in the school.
- Appropriate priorities have been identified for improvement but plans are not detailed enough to bring about rapid improvements or to ensure that leaders or governors can accurately measure their success.
- The school collects a wide range of performance data about the progress and attainment of its pupils. However, it does not use all of this data centrally to monitor the progress of groups of pupils and inform leaders' judgements about the quality of teaching.
- Some new leaders have taken up positions of responsibility in recent months and they have not been adequately supported in aspects of their roles, such as checking the quality of teaching and analysing pupils' progress, to allow them to be fully effective in their roles.
- Leaders have been successful in improving teaching in some areas. Reading, for example, is now taught well across the school and teaching in mathematics is getting better, but is not yet consistently good.
- Leaders have succeeded in creating a school climate in which pupils' good behaviour and respect for one another can flourish. Pupils are taught that any form of discriminatory language or behaviour is wrong, and should be challenged.
- The leadership of the early years is good. The children's progress is analysed well, so that accurate priorities for improvement can be identified and acted upon.
- Extra funding such as the pupil premium has been used appropriately to improve the achievement of disadvantaged pupils. The standards they reached on leaving Year 6 in 2014 improved on those in 2013 in reading, writing and mathematics.
- Sports premium funding is spent effectively in a number of ways; new sports have been introduced which have increased the number of girls and pupils from minority ethnic groups taking part in exercise, and the school has ensured that all pupils have learnt to swim.
- The way subjects are taught has been thoughtfully reviewed to reflect the changes introduced by the new National Curriculum. Teachers have worked with colleagues from other schools and have sought the views of pupils and parents about what was already successful. Leaders have ensured that the teaching of fundamental British values plays a central part in the new curriculum in its continued drive to ensure pupils are prepared for life in modern Britain and to promote equality of opportunity and to foster the spiritual, moral, social and cultural development of its pupils.
- The local authority provides effective support and guidance to the school which has recently focused strongly on improving the teaching of mathematics. This work is now showing impact in improved rates of progress at Key Stage 2. The LA has also provided support and training for the new Inclusion Manager.
- Safeguarding arrangements meet requirements.

■ The governance of the school:

- Governance is not fully effective. Governors are not sufficiently involved in evaluating the school's work and deciding on the future strategic direction of the school. They are fully supportive of the school and can describe its strengths in some detail but are less sure about its weaknesses.
- Governors are kept informed about the quality of teaching but are too dependent on the headteacher's over-optimistic opinion of its quality, which does not fully take account of the progress pupils are making. They have a good understanding of what is done to reward good teaching and to tackle underperformance.
- Governors are clear about the impact that pupil premium funding has had on the achievement of disadvantaged pupils, but are less certain about the progress of different groups of pupils because they do not always fully understand all the available data.

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

- The behaviour of pupils is good. In the playground pupils play happily and sensitively together. They show respect and kindness towards one another, staff and visitors. Rare incidents of challenging behaviour, which are recorded carefully, are dealt with quickly and effectively.
- All adults have high expectations of behaviour and the pupils live up to these and are proud of their school. Movement around this big school is calm and orderly and the pupils enjoy the colourful displays of each other's work on the walls. They have excellent relationships with all adults in every part of the school.
- Attendance is improving and is now average. The school uses a range of positive strategies to encourage children and families to attend more regularly including termly awards and commendations. Punctuality to school and to lessons is very good.
- The school works well with parents and the community generally. For example, the school hosts English language classes that are well attended. However, there is still a proportion of parents who do not routinely engage with the school and who do not have the highest aspirations for their children. This has led to a pattern of long-term absences in the case of a minority of pupils, which has restricted their learning.

Safety

- The school's work to keep pupils safe and secure is good. Children feel very safe in school and their parents agree that the school keeps their children safe.
- Pupils know how to keep themselves safe and take increasing responsibility for this aspect of school life. They understand and can talk about the different forms of bullying, including cyber-bullying. They say there is little in school and that, should it happen, staff are quick to deal with the problem successfully.
- Only a small proportion of parents took part in Parent View, so inspectors took note of a school survey from parents conducted in October. Parents were very positive about this aspect of the school's work. They believe that their children are safe, well looked after and say that behaviour is managed well.

The quality of teaching requires improvement

- The quality of teaching is not consistently good across the school and consequently pupils of all abilities do not always make good progress.
- In many classes, activities are not planned and matched well enough to the pupils' abilities or to build on what they already know and understand. Teachers do not always challenge the thinking of the most able pupils, who sometimes have to work through simple tasks before they get to work that stretches their knowledge or challenges their understanding.

- Pupils enter Year 1 having learned very well in the Reception classes and having developed a good level of independence in their day-to-day learning. This is not built upon well enough in the classes in Key Stage 1 and teachers' expectations of what they can achieve and do for themselves are too low. Consequently, the pace of their learning slows.
- Teachers mark work and give pupils feedback on what they have done well frequently and regularly. However they do not use the school's marking policy consistently and to best effect. Teachers' comments are not detailed enough to show pupils how to improve. Teachers do not check often enough that pupils have acted on the advice they have been given or that they have had sufficient time to do so.
- Disabled pupils and those who have special educational needs are given constructive extra help, both individually and in groups. However, teachers do not use the information they have well enough to provide such pupils with tasks that they find motivating and enjoyable, so their progress is not consistently good.
- The teaching of writing is improving but it is not yet consistently good across all classes, because teachers do not always pay close enough attention to improving pupils' spelling, punctuation and grammar. In particular, teachers do not insist that pupils consistently correct the errors they have made in their written work and learn from their mistakes.
- Reading is taught well. Phonics is taught successfully and used well by pupils to tackle new and unfamiliar words. The impact is clear in improved attainment and progress in Year 6.
- The teaching of mathematics is improving. The school made this subject a priority two years ago and work with consultants from the local authority has improved teachers' skills. Consequently, mathematics lessons are interesting and teachers and other adults are more confident in their ability to provide challenging questions.
- Teaching in the Forest School is a strength of the school. Pupils are very enthused to learn in the Forest School because they are active, in the fresh air and learning exciting new things. Teachers have undergone a great deal of training in order to provide these experiences and the good support from additional adults and parent volunteers ensures a safe and stimulating learning environment.
- Teachers and teaching assistant provide timely support for pupils who speak English as an additional language to improve their language skills.
- Teaching in the Early Years Foundation Stage is consistently good. The teaching of phonics is brisk and fun. Children make rapid progress through the different sounds and they are very enthusiastic to try out new words and to spell and write. Learning is well organised and there is a purpose to everything that the children do. Teachers and other adults assess the children's abilities very effectively both inside and outside.

The achievement of pupils

requires improvement

- Achievement requires improvement. The assessment data for pupils currently in the school shows that they are making rapid improvements in most areas. Test and teacher assessment results in 2014 showed that progress and attainment were not good in mathematics and spelling, punctuation and grammar at Key Stage 2.
- Pupils' achievement at the end of Year 2 dipped in 2014. This is because the momentum of the children's good progress through the early years is not sustained and teachers' expectations of what the pupils in their classes can achieve are not high enough. Standards were below average in reading, writing and mathematics.
- Standards at the end of Key Stage 2 improved slightly in 2014 but remained well below national averages for mathematics and spelling, punctuation and grammar. The standards reached by disadvantaged pupils improved overall in reading, writing and mathematics. While the gaps are closing, disadvantaged pupils still left Year 6 two terms behind other pupils in writing, and mathematics and three terms behind in

reading and spelling, punctuation and grammar. Compared to all pupils nationally they were three terms behind in mathematics and reading, two terms behind in writing and four terms behind in grammar, punctuation and spelling.

- The most able pupils are not always challenged sufficiently, so not enough reach the highest levels of which they are capable.
- The school has begun to address the areas of weakness in pupils' achievement. Data for the cohorts of pupils currently in the school show that they are on track to make better progress in all subjects and particularly in mathematics, where recent training for teachers has had a very positive impact on pupil progress.
- Significant improvements have been made to the teaching of reading, so that pupils now make consistently good progress across the school.
- The good phonics teaching that prepares the children for reading and writing in Reception is continued in Year 1 so that the proportion of pupils reaching the expected standard in the phonics screening check was above the national average in 2013 and 2014.
- Pupils who are disabled and those with special educational needs make good progress in reading and writing but not in mathematics.
- Those pupils for whom English is an additional language make similar progress to other pupils because the additional support that they need is effective and offered at just the right time.

The early years provision is good

- Children enter the early years with skills and knowledge that are broadly typical for their age but in some cases well below, particularly in the areas of speaking, reading and writing. As a result of well-planned programmes of learning, careful attention to the needs of each child and good teaching, a higher proportion of the pupils than nationally enter Year 1 with a good level of development overall and in a position to make a strong start.
- Children settle quickly in the Nursery and become confident in their surroundings because the staff take the time to get to know each child and their parents. Parents are fully involved in their child's experience and the Early Years leaders make every effort to use the skills of parents to support learning in the Nursery and in Reception.
- The learning environment is stimulating and colourful both inside and out and the children love to engage with the many different learning experiences that are planned by the teachers. There is purpose to all that the children do and they have a clear goal to their play and discovery. Children are always keen to stop playing and to go and read or write what they have learned.
- The staff are skilled at assessing the progress made by individuals and putting extra help in place if a child falls behind where they should be. The information which tracks each child's progress is well managed and used to both inform parent and carers of progress, and also to allocate children to particular groups and plan teaching strategies.
- The leadership of the early years is good. Leaders and teachers base their decisions on sound, well-moderated assessments. They keep parents fully informed about and involved in their children's learning and build effective next steps into activities. This ensures that the children get a very good start to their school life.

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	103793
Local authority	Dudley
Inspection number	443915

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	607
Appropriate authority	The governing body
Chair	Brian Blakemore
Headteacher	John White
Date of previous school inspection	6 July 2010
Telephone number	01384 816765
Fax number	01384 816777
Email address	info@colley.dudley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

