

Colnbrook Church of England Primary School

High Street, Colnbrook, Slough, SL3 0JZ

Inspection dates 18–19 June 2015

| Overall effectiveness | Previous inspection: | Not previously inspected |
|--------------------------------|----------------------|--------------------------|
| | This inspection: | Good 2 |
| Leadership and management | Good | 2 |
| Behaviour and safety of pupils | Good | 2 |
| Quality of teaching | Good | 2 |
| Achievement of pupils | Good | 2 |
| Early years provision | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership by the headteacher, supported by a very capable staff, has enabled the school to secure good and improving achievement for its pupils.
- The sharing of expertise within the school has raised staff morale and skills. It has also secured the determination of staff to improve teaching and achievement.
- Teaching is good. Teachers typically provide activities which engage the interests of pupils and make learning fun.
- There has been a substantial improvement in teaching phonics (letters and their sounds) and, as a result, pupils' reading skills have improved significantly.
- Pupils achieve well throughout the school. All pupils, including those with complex learning needs, make good progress from their starting points on entry to the school.
- The strong emphasis on the school's core values successfully promotes pupils' good attitudes to learning and their good behaviour. They are courteous, well-mannered and work well in lessons.
- Pupils enjoy coming to school. They feel safe and have confidence in the adults who look after them. They have a very good understanding of how to keep themselves safe.
- Early years provision for children is good. Children make good progress as a result of good teaching.
- Governors and members of the academy trust work very closely together. They provide a high level of challenge and support to the headteacher and other leaders to raise standards further.
- Pupils, parents and the wider community are overwhelmingly positive about the school.

It is not yet an outstanding school because

- Pupils' achievement in mathematics is not as high as in reading and writing. This is because pupils do not fully understand the technical language and are not consistent in applying their knowledge and understanding to higher level problems.
- Not all teaching is sufficiently challenging to ensure all pupils, particularly the most able, make rapid progress.

Information about this inspection

- The inspectors observed teaching and learning in 17 lessons, of which six were seen jointly with members of the school’s leadership team.
- Inspectors observed an assembly was visited. They made short visits to lessons during a number of walks through the school to look at pupils’ attitudes to learning and to consider their behaviour.
- They met with two groups of pupils, and also talked informally to pupils during breaks and at lunchtimes.
- Meetings were held with the headteacher, staff, and subject leaders. Inspectors also spoke to members of the governing body and a representative of the local authority.
- Inspectors analysed a number of documents. These included the school’s evaluation of its own performance, plans for improvement, policies, and records of pupils’ behaviour and attendance. Review documents produced by external consultants and representatives from the Department for Education (DfE) were considered. Safeguarding documents were also scrutinised.
- Inspectors considered the 22 responses to the online survey, Parent View. They took account of the findings of recent school surveys of the views of 32 families and children. Inspectors also noted the 26 responses to the staff survey.

Inspection team

Robert Ridout, Lead inspector

Additional Inspector

David Gutmann

Additional Inspector

Lynne Thorogood

Additional Inspector

Full report

Information about this school

- Colnbrook Church of England Primary School converted to become an academy on 1 June 2013. When its predecessor school, also known as Colnbrook Church of England Primary School, was last inspected by Ofsted it was judged to be inadequate.
- The school is smaller than the average sized primary school.
- There have been significant changes to both the leadership and teaching teams since the school became an academy. A new headteacher was appointed in January 2015, and the subject leader for mathematics took up post in September 2014.
- One quarter of pupils are from White British backgrounds. The remainder are from a wide range of ethnic backgrounds, including a quarter who come from Eastern European countries, predominantly Poland and Romania. The proportion of pupils who speak English as an additional language is well above that found nationally.
- The proportion of disadvantaged pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals and children who are looked after, is above average.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- Children attend Nursery part time and Reception full time.
- The school runs a breakfast club and many after school activities.
- The school has a 12 place learning resource unit for pupils between Years 1 and 6 with complex learning needs.
- The number of pupils who join or leave the school other than at the usual times in July and September is much higher than in most schools.
- The school is a member of The Slough and East Berkshire Church of England Multi Academy Trust. Its work is overseen by the executive headteacher of the Slough and Eton College Academy which has been judged as an outstanding school.
- The governing body has been reconstituted. A new Chair of the Governing Body has been elected, and several new governors have been appointed since opening as an academy.
- The school does not meet the current government floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching, in order to raise achievement, by making sure that work is not too easy and tasks always provide a good level of challenge, particularly for the most able pupils.
- Improve pupils' achievement in mathematics by ensuring that pupils:
 - have a good understanding of the technical language they encounter
 - consistently use and apply their knowledge and understanding to help solve new problems.

Inspection judgements

The leadership and management are good

- The headteacher provides strong and highly effective leadership that enables good teaching to flourish and ensures that pupils achieve well and behave. She is well supported by the skilled deputy headteacher and a dedicated team of staff who promote positive relationships across the school.
- The school's genuine commitment to equality of opportunity is evidenced by its strong determination to include pupils with complex learning needs in much of the school's everyday work. Discrimination in any form is not tolerated.
- The school has been supported skilfully by the executive headteacher. Staff morale is high and there is a shared determination and commitment to further improve and provide the very best possible learning experiences for pupils. Staff commented they 'are proud to be members of the team and have seen huge changes for the better over the past two years since becoming an academy'.
- Governors and members of the academy trust work very closely together and provide a high level of challenge and support. The input of the trust has brought about rapid improvements in the school.
- Team leaders are driving the school forward at a fast pace and have secured a culture in which good teaching and good learning behaviours thrive. The success of subject leaders in transforming pupils' achievement demonstrates the school's continuing capacity to secure more improvements in the future.
- Leaders' analysis of the school's performance is accurate and thorough. Middle leaders clearly articulate what has been done to improve reading, writing and mathematics. They know what further work remains to be done and have implemented actions to raise achievement further, especially in extending the most able children and developing pupils' understanding of technical language in numeracy.
- The leadership of the learning resource unit is strong and results in good teaching and learning. However, the school's own pupil performance information shows that the inclusion of the information from the pupils with complex learning needs within the whole school's results has a negative impact on the published national pupil performance information relating to all pupils in school.
- The good management of the pupil premium funding ensures disadvantaged pupils receive effective extra support. They make rapid progress and catch up with the higher levels of attainment of other pupils in the school.
- The subjects pupils learn are linked together through the topics they study. Pupils are provided with a range of creative activities and educational visits that contribute positively to their moral and social development. The provision for pupils' cultural and spiritual development is secure, strengthened by the pupils' rich and diverse range of backgrounds ranging from South Africa to India and Poland. Pupils have a good knowledge of different cultures and faiths. The school's strong ethos promotes respect, responsibility and tolerance, which means that pupils are well prepared for life in modern Britain.
- Primary sport funding is used effectively. Resources, including balls, skipping ropes and hoppers, are used to promote healthy games at break and lunchtime. Funds have been used to increase the chances for pupils to take part in after-school clubs and competitive sport. Pupils enjoy the opportunity to do more; participation levels in clubs have increased and sporting success is common.
- The local authority provides good support for the school. It has validated the school's assessment and marking strategies and has helped to strengthen the school's systems for checking its own effectiveness.
- Safeguarding policies and procedures meet requirements and are effectively implemented.
- Parents spoken to were positive about the school and the improvements made over the last two years since becoming an academy. All parents who responded to the Parent View questionnaire would recommend the school to other parents.
- **The governance of the school:**
 - Since the school opened as an academy there has been a significant change to the membership and operation of the governing body. There are strong links with the academy trust, and the Chair of the Governing Body is well supported by a team of governors with a wide breadth of knowledge. They have a depth of experience that enables them to carry out their duties very effectively.
 - Governors are focused on the core purpose of improving teaching and pupils' achievement. They work well with the school and wider community.
 - Members of the governing body have a good understanding of the school's performance in relation to national published information. They have engaged with both the Department for Education and local authority to confirm that pupils make good progress at the school. Governors are actively involved in all aspects of school life and regularly visit the school to check on the progress of pupils. They make a strong contribution to the way in which the school plans for improvement.

- Governors use information about pupils' progress well when reviewing staff performance. Staff are rewarded when targets are met in relation to pupils' good progress. Measures to bolster the school's leadership and teaching staff demonstrate governors' commitment to strengthen the school's overall performance.
- Governors take a special interest in the progress of disabled pupils and those with special educational needs, and liaise with the highly effective special needs leader. They also meet with other leaders to check on the impact of the spending of pupil premium funding. Governors are fully aware of the progress pupils supported by the funding are making and that this is enabling them to catch up with the attainment of others in the school.
- Governors have a thorough understanding of how additional funding for sports is used. Teachers have become more skilled and pupils are enjoying participating in a wide range of activities and competitive sports.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Colnbrook is a harmonious community where pupils are well-mannered, courteous and polite. They are clear about the behaviour code and follow it closely.
- Pupils wear their uniform with pride and are proud of their school and of the work they do.
- There is a positive ethos in and around the school. Parents are similarly positive about the behaviour of children at the school. All who responded to the online questionnaire agree that behaviour is good.
- The small numbers of pupils who find learning particularly challenging are supported well by effective procedures and strategies that are successfully implemented by class teachers. The school offers a high level of very effective support where a pupils' behaviour falls short of the school's high standards.
- Teaching assistants are confident in their work and are highly supportive of individuals and groups of pupils. This further contributes to the good behaviour in the school.
- Pupils show considerable respect for adults, each other and visitors. They show great sensitivity when learning about others less fortunate than themselves. Such experiences provide good opportunities to practise and develop the school's core values through promoting respect for all people.
- Pupils are most attentive to their learning and frequently work successfully with each other to solve problems and overcome new challenges.
- In lessons pupils' attitudes are positive; they are keen to succeed and to meet the high expectations of the adults they work with. They develop understanding of the value of personal responsibility, respect the views of others, and all feel comfortable expressing their ideas and opinions. This was seen very clearly in a discussion of children's work on the story of 'Goldilocks'.
- The school's values, which promote good behaviour, effort and achievement, play a large part in successfully developing a culture of confidence and the desire to achieve well.
- All pupils feel valued, well supported and able to contribute to their school. Pupils attending the breakfast club say it helps them feel more settled and well prepared for lessons.
- The school has worked successfully to increase parents' awareness of the importance of their children's attendance. This has risen and is now broadly in line with the national average. Rigorous and robust procedures ensure parents are informed early and absences are swiftly followed up.

Safety

- The school's work to keep pupils safe and secure is good. The school's arrangements for safeguarding pupils are effective and meet requirements.
- All staff follow carefully considered, effective procedures and are consistent in providing high quality supervision for pupils.
- The ethos of the school is underpinned by strong Christian values, including those promoting love and peace. These values are embraced by pupils and were very evident throughout the course of the inspection.
- Pupils demonstrate a good understanding of bullying appropriate to their age and the different types of bullying they may encounter. They recognise the difference between isolated incidents and children doing things to 'hurt others'. Pupils are confident that bullying is not tolerated and that incidents are dealt with swiftly by teachers.
- Pupils have a good understanding of how to keep themselves safe in a range of situations in and out of school. They have been taught about keeping safe when using computers, ipads and mobile phones. They

are confident about what to do and who to talk to if they were to feel unhappy about something or someone online.

- Pupils say they feel very safe. All parents supported this view when questioned by inspectors and in their responses in the questionnaire.

The quality of teaching

is good

- Teaching over time is good. Some examples of excellent practice are developing as a result of school leaders promoting high quality teaching through effective coaching, mentoring and training. Pupils clearly enjoy their learning when work is interesting, relevant and stimulating.
- Teachers have good subject knowledge. Their understanding of what pupils know enables them to plan appropriate work that engages, enthuses and helps pupils to progress to the next steps. Positive relationships contribute to pupils making good progress.
- Staff generally have high expectations of pupils. Adults are ambitious for pupils. They show a determination to ensure no one falls behind in their learning. This is reflected in the high level of challenge seen for most pupils, but not consistently high enough for the most able.
- Daily phonics sessions have a significant impact on pupils' reading and writing skills. Pupils in Key Stage 1 read with interest and expression. By the end of Year 2, most pupils are reading confidently and fluently.
- Spelling is improving as teachers tackle it through a systematic teaching of letters and sounds and spelling rules. Errors are routinely checked and corrected. Good presentation is encouraged and is the norm.
- Good teaching ensures that pupils' writing continues to improve. This is helped across the school as pupils are given many opportunities to practise their writing skills across a range of subjects.
- In mathematics, samples of pupils' work show that basic numeracy skills are taught well. However, the progress of some pupils is slowed because they encounter difficulties in understanding the more technical words and their meanings when trying to solve more complex problems. This is particularly true when pupils who speak English as an additional language encounter terms and phrases for the first time.
- Pupils make good use of the guidance and prompts displayed on the walls around classrooms to support their good learning. Staff utilise modern technologies to engage pupils in their activities. Pupils are encouraged to analyse and correct their work on screen with their peers. In all classes the children use laptop computers skilfully to extend both their writing and mathematical skills.
- Effective marking helps pupils to make rapid progress when they understand their mistakes and can amend work. During lessons, adults check pupils' learning effectively by observing and listening to pupils. Evidence of good progress is evident in many books when pupils are given time to respond to comments and apply their improvements in their next piece of work.
- Teachers use their questioning skills expertly to extend pupils' knowledge and understanding of the world they live in. Teachers draw on children's comments, for example, on their views of creation, to extend their spiritual and cultural awareness of other communities around the world.
- Teachers work closely with highly skilled teaching assistants. They offer and support a range of activities that provide extra challenge to pupils to help them make good progress. Additional, targeted support is provided to develop the literacy skills of pupils with English as an additional language. This is especially true for disadvantaged pupils and those who have special educational needs or challenging learning needs.

The achievement of pupils

is good

- Pupils' progress is improving and is now consistently good in all years and subjects from starting points that are below those typical for their age. The current Year 6 pupils have made better progress than expected and are achieving standards that are close to the national average.
- The small numbers in some groups and the large numbers of pupils who have complex learning needs in recent years or who joined the school late mean the published national information should be interpreted with care. For example, in 2014, attainment at the end of Year 6 was reported as well below average for reading, writing and mathematics. With almost 1 in five of the pupils included in the data having complex learning needs or joining the school during the final year, the available information indicates that pupils made good progress from their very differing individual starting points and that attainment is continuing to rise rapidly.
- The school's tracking records show that over the last two years pupils have made good progress in reading, writing and mathematics. This picture is reflected in samples of work seen during the inspection.

- In 2014, children entered Reception with skills and knowledge in communication, literacy and language, and mathematics that were typically weak for their age. Due to effective interventions and good teaching a greater proportion are on track to meet national standards by the end of this term.
- The school's results rose significantly in 2014 in the national phonics (linking letters to the sounds they make) screening check for pupils in Year 1. School data for current pupils indicates they are working at levels above average. These good results are indicative of the good start pupils get in the early years in reading and writing.
- Pupils who have significant complex needs benefit from additional support from staff who adapt work suitably to meet their needs. As a result, they make good progress from starting points significantly below those typical for their age.
- In all classes, work in pupils' books this school year, and the responses in lessons over time, indicate above average proportions of pupils making better than expected progress. This is equally the case in reading, writing and mathematics, providing clear evidence of the rapid pace of improvement in the school.
- Pupil premium funding is used effectively to provide additional support for disadvantaged pupils. As a result, over time, their attainment is above that of their peers in school but behind other pupils nationally: in 2014, disadvantaged pupils were one term ahead of their peers in school in reading, writing and mathematics. In contrast, the same pupils were almost one year behind other pupils nationally in each of the three areas.
- Disadvantaged pupils make faster rates of progress than other pupils in the school.
- Pupils who join the school at a time other than the usual time in September and those who speak English as an additional language are provided with considerable help from a good support team. Pupils from both Eastern European and Asian backgrounds make good progress from their low starting points.
- Disabled pupils and those with special educational needs make good progress. Teachers and teaching assistants are very skilled at ensuring pupils experience success.
- The most able pupils also make good progress in most classes but not all reach the higher levels of attainment at the end of Key Stages 1 and 2.
- Pupils' progress in mathematics is good, but not as rapid as in reading or writing. This is because many children from minority ethnic backgrounds do not speak English as their first language and have difficulty in making real sense of the technical language when trying to resolve problems.

The early years provision

is good

- The leadership and management of early years are effective and provision is good. Extensive professional development supports teachers as they build on the good teaching and strive to gain additional improvements and raise standards further. All staff contribute to the monitoring of children's experiences and the impact these have on their learning and their good achievement.
- Classrooms have been made into stimulating learning environments with activities that engage the interests of both girls and boys. A range of resources and a variety of ideas are used to capture and develop children's reading, writing, language and number skills effectively.
- Teachers' good planning and their use of the school's impressive outdoor environment provide children with excellent opportunities to experience nature and to gain good levels of development in their understanding of the world.
- Children's skills on entering the early years classes are below those typical for their age, particularly in literacy and numeracy skills. During their time in Reception and Nursery, children make good progress in their learning. They speak, listen, read and write, understand numbers, and cooperate well with each other. As a result, children are well prepared for Year 1. The proportion on track to reach good levels of development compares favourably to national figures.
- A strong feature of the provision is the successful way phonics is taught. This is helping the children to develop their reading and writing skills effectively.
- Children's behaviour is good. They listen and take part well in paired activities and small group work. Routines are well established and ensure children remain engaged and focused. They clearly enjoy school.
- Teachers model excellent behaviour and positive attitudes for the children. This results in a very safe and secure learning environment. Children develop high levels of self-confidence and positive self-esteem, enabling them to share ideas with each other, adults and visitors.
- Relationships between staff and children are strong, and parents are overwhelmingly positive about the start their children get in the school. Staff work hard to ensure families are able to contribute their views when their children first join and to involve parents throughout their child's education.

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

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| Unique reference number | 139567 |
| Local authority | Slough |
| Inspection number | 449826 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 219 |
| Appropriate authority | The governing body |
| Chair | Terri Fletcher |
| Headteacher | Susan Marsh |
| Date of previous school inspection | Not previously inspected. |
| Telephone number | 01753683661 |
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