

Colville Primary School

Colville Road, Cherry Hinton, Cambridge CB1 9EJ

Inspection dates 20–21 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- School leaders have established a highly positive ethos in which pupils feel valued and have confidence to achieve. They are making good academic and personal progress as a result.
- Pupils' behaviour is outstanding. They are highly respectful and considerate to each other and adults. This results in a happy and purposeful environment in which pupils can learn well.
- The quality of teaching, learning and assessment has improved over the last two years and is now good. Adults prepare lessons that are interesting and enjoyable.
- From low starting points, pupils make good progress in reading, writing and mathematics. The proportions reaching the higher levels at the end of Key Stage 2 are increasing, resulting in pupils being well prepared for the next stage of their education.
- The teaching of reading is highly effective. Adults are well trained in the teaching of phonics so pupils quickly acquire early reading skills. Pupils develop a love of reading through the school as a result. The outcomes in reading improve rapidly by the end of Key Stage 2.
- Disabled pupils and those who have special educational needs thrive in an environment where their needs are catered for thoughtfully and well. Consequently, these pupils make progress at the same rate as their classmates.
- Children start well in the Nursery. Routines are quickly established so children can be appropriately independent and enjoy their learning in a stimulating environment. Children subsequently make good progress in their learning.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently high enough for younger pupils to make outstanding progress and attain the highest levels of which they are capable.
- A few teachers do not use assessment precisely enough. At times, tasks are not always sufficiently stretching, especially for the most-able pupils, particularly in Key Stage 1.
- Middle leaders are new to their role and monitoring of subjects other than English and mathematics is in its infancy.

Full report

What does the school need to do to improve further?

- Accelerate pupils' progress and raise their attainment further by making sure that teachers:
 - provide more challenge to the most able in their reading and writing, and increase the opportunities for pupils to develop their writing and phonic skills
 - use assessment information more precisely to give even more opportunities for the most-able pupils to excel, especially in Key Stage 1.

- Improve leadership and management by:
 - ensuring that subject leaders monitor and evaluate the impact of teaching in their curriculum areas.

Inspection judgements

Effectiveness of leadership and management is good

- Since the last inspection, the school's leaders have secured good improvements. They continue to improve the quality of teaching and raise the standards of education for the pupils in their school community. Senior leaders have an accurate and thorough view of the strengths and areas for improvement across the school. They are fully committed to the academic success of every pupil.
- The school's leaders invest in training and developing staff at all levels so that pupils can have rich experiences that accelerate their progress, particularly in reading, writing and mathematics. Leaders give staff precise, achievable targets, and hold all adults accountable for the performance of the pupils in their class. Staff are overwhelmingly positive about their work at the school, and use the training they receive well.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The leadership team and other adults skilfully promote qualities such as empathy, respect for others and kindness through their school values – 'we love, we laugh, we learn'. As a result, pupils are considerate, kind to each other and relate extremely well to adults.
- The speech and language resource base is well managed. The expertise of adults has a very positive effect on the achievement of the pupils who have specific special educational needs. Leaders promote equality of opportunity well, ensuring that these pupils have daily lessons in the mainstream classes as well as within the resources base. As a result, they show good academic progress and personal development.
- Pupils enjoy a wide range of extra-curricular activities that add to their already broad and balanced curriculum. Leaders ensure that pupils have many educational trips to museums and farms, for example, to enhance their knowledge and deepen their experience. As part of the design of the curriculum, leaders promote writing across many of the subject areas. Pupils' writing targets are used consistently and well across subjects. As a result, a high quality of writing can be seen in English and in other lessons.
- Most parents are extremely positive about the work of the school. Leaders work hard to build effective relationships with their local community. This includes providing a 'walking bus' to help reduce lateness and improve attendance at school, preparing pupils well for learning at the start of the school day. Leaders promote and reward good and better attendance regularly during assemblies. Consequently, attendance continues to improve and is now broadly in line with national levels.
- The leadership team uses the additional pupil premium funding well. They allocate a small amount to each eligible family who can then choose whether to spend the funding on school trips or on additional uniform. These funds are also used to provide additional support for learning. By the end of Key Stage 2, these pupils catch up with their classmates and are very well prepared for the next stage of their education.
- Additional sports funding is used well, continuing to increase pupils' participation in a range of sporting activities together with training opportunities for staff to enhance the quality of teaching in physical education.
- Leaders responsible for disabled pupils and those who have special educational needs provide well for the individual needs of these pupils, ensuring equality of opportunity. As a result, the quality of teaching is good, staff are well trained and pupils make substantial gains in their learning.
- The school's safeguarding provision meets statutory requirements. The school collaborates well with parents, carers and external agencies in order to keep pupils safe, and follows concerns through to a conclusion. Staff are trained appropriately and regularly, and follow the school's processes and procedures.
- Leadership in subjects other than English and mathematics is still in its infancy. Leaders are not fully monitoring the impact of teaching on the progress of pupils in subjects such as geography or history.
- **The governance of the school**
 - The governors have a secure understanding of the strengths and areas for development of the school. They have taken the right course of actions to ensure that statutory safeguarding procedures and processes are robustly followed
 - The newly appointed Chair of the Governing Body is rigorous in questioning the school's leaders about the performance of pupils. As a result, the governors hold the school more stringently to account than previously for improving the quality of teaching

- The governors make sure that the school's resources, including additional government funding, are used for pupils' benefit. They are vigilant, checking that funding is being used effectively to support disadvantaged pupils in their learning.
- The arrangements for safeguarding are effective. There is a strong focus on keeping pupils safe. Procedures are fully in place and leaders and governors are aware of their statutory duties.

Quality of teaching, learning and assessment

is good

- The school's leaders have improved the quality of teaching since the last inspection. Teachers have high expectations of what pupils should achieve in all subjects throughout the school. They make learning fun and engaging. Consequently, pupils are keen to do well.
- Teachers have positive relationships with pupils and they use many creative strategies to motivate pupils to learn. For example, in Year 2, pupils are rewarded with wearing coloured capes when they have used enhanced grammatical features in their extended writing activities. These pupils are proud to show their work and make good use of their newly developed skills to make accelerated progress.
- Strong teaching over time is leading to good progress. Teachers expect high standards of presentation in books and ensure that skills such as handwriting and spelling are well taught. Pupils' presentation in their exercise books is very good.
- Teachers have a good grasp of the skills that the pupils need to acquire. They plan lessons that accurately meet the needs of most of the pupils. Teachers insist on a high level of participation and good behaviour, and pupils are able to learn in an environment where it is accepted that mistakes help them make even more progress. In mathematics lessons, older pupils explain and use complex strategies successfully to solve problems of division and multiplication.
- Adults working in the speech and language base prepare their pupils well before they go into the main classes each afternoon. These pupils are then able to access and enjoy the same learning experiences as others of their age. Adults are highly skilled and use effective questioning skills so that these pupils can make good progress.
- Support staff are effective. They are well trained by the coordinator for special educational needs and are therefore adept at supporting individuals who may find the work challenging. As a result, disabled pupils and those who have special educational needs make progress in line with others in the class.
- Homework provides good opportunities for pupils to extend their own learning. Adults provide interesting projects for pupils to explore at home. Recently, older pupils asked their grandparents and extended family about life during the Second World War. Pupils' reports were thoughtful and mature as they reflected on the cultural experiences of their families during this time.
- A few teachers do not use assessment information sufficiently well to monitor and adapt lesson activities in order to accelerate the achievement of the most-able pupils. As a result, these pupils sometimes do not work or think as hard as they could and their progress slows, as a consequence.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and all staff help pupils grow into thoughtful and caring individuals by giving them roles and responsibilities, such as dinner buddies. The older pupils take on these responsibilities enthusiastically and willingly, and enjoy contributing to school life.
- Pupils' spiritual, moral, social and cultural development and the promotion of British values are woven throughout all school activities and are supported extremely well. Pupils continue to develop their understanding of democracy through choosing and voting for school council members. Pupils celebrate the successes of others, and are very tolerant of each others' views and opinions.
- Pupils experience a wide range of extra-curricular activities and additional trips to enhance their knowledge and understanding of many subjects. For example, a recent visit to a museum ensured that all the children started with some understanding of ancient Egypt, ready to start their learning. Consequently, the pupils were enthused and keen to show their skills in lessons.

Behaviour

- The behaviour of pupils is outstanding. Their enthusiasm for learning together with their excellent relationships with each other ensure that lessons proceed without any interruption or distraction. Additional adults provide effective support for pupils who require assistance with behaviour choices. This results in a calm and purposeful environment where all pupils can thrive.
- Pupils' conduct during less structured times such as playtime and lunchtimes is equally impeccable. The older pupils act as buddies for the younger children during lunchtimes, helping them make healthy choices with their meals and helping them learn to use cutlery if necessary. As a consequence, pupils play well together in the playground, irrespective of their age.
- Pupils demonstrate a mature understanding of the different forms of bullying, including keeping safe online. They report that they have very few concerns about bullying because they know who to speak to and are fully confident that adults deal swiftly and effectively with any instance, so that it does not recur.
- Adults make sure that the school environment is vibrant and well presented. Rooms are provided for early morning learning activities and lunchtime activities so that pupils always have a chance to develop academic skills. Pupils gain a rich experience being part of their school community. As a result, pupils look after their school and equipment, taking great care to keep their school tidy and litter free.

Outcomes for pupils

are good

- The school's leaders have improved outcomes over the past two years and these are now good. Pupils are now being well prepared for the next stage of their education. Scrutiny of pupils' work and analysis of assessment information indicates that most pupils currently in the school make good progress in reading, writing and mathematics. This includes those who speak English as an additional language, who make significantly more progress over time than their peers nationally. Pupils acquire new skills, knowledge and understanding quickly.
- The school's results in the national screening of phonics in Year 1 continue to improve over time. In 2015, the scores continue to be in line with the national average. Those of disadvantaged pupils exceed the national average. Pupils who retake their check in Year 2 perform well and above other pupils nationally. Assessment information indicates that pupils' ability to recognise letters and sounds is continuing to improve. Inspectors observed that the quality of the teaching of phonics is now good and contributes well to the development of pupils' early reading skills in Nursery, Reception and Year 1.
- Pupils read with increasing fluency as they move through the school, with published information showing they achieve well in reading by the end of Key Stage 2. However, at times not enough is expected of the most-able pupils in Key Stage 1, and opportunities are missed to accelerate their progress in extending their reading skills. As a result, not enough pupils reach the higher levels of attainment in Key Stage 1.
- Attainment by the end of Key Stage 2 in reading, writing, mathematics, and grammar, punctuation and spelling over time is good. Significantly more pupils than nationally are attaining the higher levels in mathematics. Good and stronger teaching across Key Stage 2 has ensured that a greater proportion of pupils in the current Year 6 are reaching or exceeding the standards expected for their age. Lesson observations, scrutiny of pupils' books and discussions with pupils about their work confirm that these pupils are continuing to make good progress and standards are improving still further.
- Disadvantaged pupils made better progress in reading, writing and mathematics than other pupils nationally. Support for disadvantaged pupils has improved in the last two years. Disadvantaged pupils are now making good progress across the school, from often very low starting points. In 2015, these pupils were approximately two terms behind their classmates at the end of Key Stage 2.
- Pupils who receive specialist and additional support in class make at least good progress, with some making outstanding progress from their individual starting points. This is because teaching assistants are well trained and work exceptionally well with these pupils.
- Pupils throughout the school benefit from the expertise and support of the speech and language resource base. It provides a very caring environment where pupils' personal and emotional development is very well supported. Pupils who receive specialist support make at least good progress, with some individuals making excellent progress from their individual starting points. This is because teaching is consistently good and teaching assistants are very well trained, working exceptionally well with these pupils.

- The achievement of the most able varies across the school, and particularly in the case of the younger pupils. Adults do not consistently expect these pupils to achieve even more, so opportunities to extend their learning are sometimes not planned, or missed. For example, younger pupils are not always given opportunities to develop their writing skills even further.

Early years provision

is good

- Children enter the early years with levels of knowledge, language and skills below those typical for their age. Strong routines are quickly established and, as a result, children show a very positive attitude to their learning. The proportion of children who reach a good level of development is increasing over time. Current school assessment information, supported by evidence collected by inspectors, indicates that the proportion is continuing to rise because of the good-quality start they receive. Children are well prepared for Year 1.
- Leadership of the early years is good. Adults are skilled and kind in helping children develop good relationships with each other and with the adults in both the Nursery and Reception classes. As a result, children learn well together even when many different languages are spoken, sharing and taking turns well.
- Adults are clear about the need to promote speaking. They ask questions and model language clearly and skilfully. This allows children for whom English is an additional language the opportunity to practise their skills. Although the children do not yet reach national expectations in speaking, they make good progress from their much lower starting points.
- The outdoor area provides a rich environment in which children can learn, and enjoy the activities provided. Adults routinely share risk assessments in creative ways so that children develop their own decision making regarding the use of the equipment outside in a safe and considered way. Consequently, children are secure and confident, and are growing in independence and skill when outside.
- At times there is not enough challenge for the most-able children in Reception, especially for them to demonstrate their emerging writing skills. Some opportunities are missed by adults to maximise children's enthusiasm for writing and to enable them to demonstrate their phonic skills. For example, in one lesson, children wrote during their session with the adult, but were not encouraged to practise their 'y' sound in different ways, and their next step was a colouring activity. The children spoke enthusiastically and proudly of their writing, and they would have been happy to extend their skills further.

School details

Unique reference number	110665
Local authority	Cambridgeshire
Inspection number	10001946

This inspection 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	319
Appropriate authority	The governing body
Chair	Nic Boyns
Headteacher	Andrew Hastings
Telephone number	01223 576246
Website	www.colvilleschool.co.uk
Email address	office@colville.cambs.sch.uk
Date of previous inspection	2–3 October 2013

Information about this school

- Colville Primary is a larger than average primary school with some year groups that are two-form entry.
- The proportion of pupils supported by the pupil premium is average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and looked after children.
- The proportion of pupils for whom English is an additional language is much higher than found in schools nationally.
- Children in the Nursery attend part time. Children in the Reception classes attend full time.
- Most of the pupils with statements or education, care and health plans attend the specifically resourced provision in the speech and language centre, which accommodates 16 pupils and is run by the school.
- The school meets the government's current national floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

Information about this inspection

- Inspectors observed learning in 27 lessons; nine were jointly observed with senior leaders.
- The team held meetings with the headteacher, senior and other key leaders, two members of the governing body and a representative of the local authority.
- Inspectors spoke with pupils, and looked at books to take account of the work and progress that pupils make over time.
- The team observed pupils during play and the lunch break, and heard some of them read. The quality of assemblies was also observed.
- Inspectors scrutinised a wide range of school documentation, including the school's self-evaluation and school improvement plan. In addition, the school's systems for assessing, tracking and evaluating pupils' progress were examined.
- Policies and procedures for the safeguarding of pupils and arrangements for disabled pupils and those with special educational needs were examined, including a scrutiny of the single central register.
- Inspectors took account of 20 responses from parents who responded to Ofsted's online questionnaire (Parent View) together with informal conversations in the playground.
- Inspectors analysed 31 responses to the staff questionnaire.

Inspection team

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