

Colham Manor Primary School

Violet Avenue, Hillingdon, Uxbridge UB8 3PT

Inspection dates	2–3 December 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

- The school has come a long way since the previous inspection. Leaders and managers are focused on improvement. They have tackled effectively the areas that previously required improvement.
- Leaders and governors understand their school and plan effectively for continuous improvement.
- Parents, staff and pupils are fond of the school and strongly support the actions of leaders to improve it.
- Leaders, middle leaders and governors have improved the quality of teaching so that it is now consistently good. As a result, pupils make strong progress and achieve well.
- Governors challenge leaders in a supportive way. They are very effective in improving the school.
- Teaching is consistently good. Pupils throughout the school achieve well.
- Pupils learn well because teachers' questioning skills are strong. Misconceptions are quickly cleared up. Feedback, both written and oral, helps pupils know how to improve their work.
- Pupils' behaviour is outstanding. In this happy and welcoming school, pupils develop excellent personal skills. They are eager to learn and considerate to others. The school keeps them extremely safe.
- Pupils achieve well and their outcomes are good. Progress from the end of Year 2 to the time they leave school is strong.
- Leaders rigorously check and monitor the progress of groups. As a result, all groups do well and no group falls behind.
- Provision in the Nursery and Reception classes is good. Children's language and number skills have improved since the previous inspection. The provision is led well.
- Teaching in the early years provision is good. Adults are caring and offer children stimulating tasks. The indoor and outdoor play areas are well stocked with inviting tasks that promote good learning.
- The spiritual, moral, social and cultural development of pupils throughout the school is strong. Pupils respect other cultures and heritages.

It is not yet an outstanding school because

- Teaching does not always provide sufficient challenge to enable pupils, particularly the most able, to learn as rapidly as they could.
- Pupils in Years 1 and 2 do not always have enough opportunities to develop fluency in their writing skills.

Full report

What does the school need to do to improve further?

- Make sure that teaching throughout the school provides sufficient challenge to enable pupils, particularly the most able, to learn as rapidly as they can.
- In order to raise pupils' attainment in Years 1 and 2 in writing, make sure that they have plenty of opportunities to write extensively on a wide range of topics.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is ambitious for the school. Aply supported by senior and middle leaders, he has significantly improved the school since the previous inspection. The quality of teaching has improved. Pupils' outcomes are good, and progress is strong. Through leaders' rigorous checks, all groups of pupils make strong progress and no group falls behind.
- Leaders and managers understand their school well. They plan effectively and work together successfully to address all aspects of the school's work. Middle leaders provide strong support, ensuring that pupils make strong progress from Year 2 to Year 6 in reading, writing and mathematics. The school is well placed to continue its journey of improvement.
- The quality of teaching has improved, because leaders monitor its quality thoroughly. This ensures that teaching is consistently good across all year groups. This aspect of leadership is not, however, outstanding. In their observations of teaching, leaders do not always make sure that the level of challenge is high enough, particularly for the most able, to promote the most rapid learning.
- Leaders look carefully at the quality of pupils' work in their books. This ensures that written feedback to pupils is consistently high in quality, and helps them to make strong progress. However, leaders do not always ensure that pupils in Years 1 and 2 have enough opportunities to attain highly in writing.
- The local authority provides helpful support to the school. External consultants, such as the school's improvement partner, provide strong challenge and support to leaders.
- Staff show through their responses to the online survey of their views that they overwhelmingly share the aims of leaders and governors. A typical comment was, 'Senior leaders have a clear vision for the school, and this is shared with all, making us proud to work at Colham.'
- Staff, including teaching assistants, told inspectors that they are encouraged to develop their careers. Teachers new to the profession report that they are well supported and given considerable helpful guidance. This increases their confidence and helps them to feel part of what one called 'a learning community'.
- The school engages well with parents. In turn, parents hold the school in high regard and see it as the hub of the community. Parents who spoke to inspectors were highly positive about the support given to their children, particularly those with a range of additional needs.
- The school gives all pupils an equal opportunity to succeed. In this diverse community all feel welcome and there is no discrimination. Pupils respect the views of others and get on extremely well with one another. The focus on tolerance and respect for others ensures that pupils are successfully prepared to grow up in modern Britain.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. For example, in an assembly for the whole school, pupils listened respectfully and shared in reflecting on the school's core values.
- The curriculum is broad and balanced. Inspectors observed a range of subjects, including science and religious education, as well as English and mathematics, and noticed pupils' enthusiasm for learning. Inspectors enjoyed seeing how topics, such as a study of the Victorians in Year 6, are used to promote pupils' fluency in writing. This breadth of learning has contributed to the improvement in pupils' overall outcomes.
- The school provides a wealth of activities outside the curriculum. Staff give generously of their time to run clubs. Pupils are taken on visits to places of interest, such as museums, and these enriching experiences broaden their horizons and raise their aspirations.
- The additional funding for the large proportion of disadvantaged pupils is used effectively to promote their learning. Leaders and governors rigorously measure the progress of disadvantaged pupils throughout the school. Their vigilance enables disadvantaged pupils to achieve in line with other pupils, and sometimes to outperform them.
- The additional funding for primary sports and physical education is used effectively. Sport now has a high profile, and attracts new participants to such sports as multi-skills and netball. The funding supports pupils talented in sport to take their skills to a higher level. The school ensures that the quality of sports provision will continue in the future by developing teachers' sports skills.

■ The governance of the school

- Governance is strong and has played an important part in securing school improvement. Governors review the effectiveness of their own work as rigorously as they do the work of the school. Governors are knowledgeable about the school and use this knowledge wisely to hold leaders to account.
 - Governors have a clear understanding of how well groups of pupils achieve. They obtain information on pupils' achievement from a range of published sources, as well as from reports by the headteacher and senior leaders. This depth of knowledge enables them to ask searching questions and satisfy themselves that pupils achieve well.
 - Governors test the quality of teaching for themselves, for example by visiting classes to see how enthusiastically pupils learn and by looking at their workbooks. They are aware of the importance of the link between teachers' progression along the pay scales and pupils' progress. Their vigilance makes a valuable contribution to the improved quality of teaching since the previous inspection.
 - Governors use wisely the additional funding for disadvantaged pupils and for encouraging participation in sports. Their watchful eye on how funding is spent ensures good value for money.
 - Governors are trained in safeguarding procedures, such as ensuring the safe recruitment of staff. They effectively fulfil their obligation to keep pupils safe.
- The arrangements for safeguarding are rigorous. Adults who work with children are meticulously checked. The site is secure. Safety checks are carried out diligently. The school works in highly effective partnership with parents and a variety of external agencies to secure pupils' physical and emotional safety.

Quality of teaching, learning and assessment **is good**

- The quality of teaching is consistently good, enabling pupils to make good progress in their learning. Pupils told inspectors that they enjoy learning, as teachers make lessons so interesting.
- Questioning by adults is strong. Teachers do not always accept the first answer, but probe further to help pupils develop their ideas. In one Year 3 English lesson, for example, on using poetic language, the teacher's questioning led to one child writing a lovely description of 'silky leaves as brown as chocolate'.
- Teachers quickly clear up pupils' misconceptions. For example, in a Year 4 lesson on expressing time using the 24-hour clock, the teacher quickly observed that not all children could express 'a quarter to eight' as '19.45'. The teacher used a clock to demonstrate how to do it, and pupils audibly exclaimed as they suddenly 'got it'.
- Adults provide valuable guidance to pupils on how to improve their work. In their written feedback, for example, teachers suggest to pupils ways of improving, and pupils respond in writing with better versions of their answers.
- Teaching is not yet outstanding because there is sometimes too little challenge, particularly for most-able pupils so they sometimes do not forge ahead as quickly as they could.
- Adults teach the key skills of reading, writing and mathematics effectively, preparing pupils successfully for the next stage of schooling. Reading skills are improving. Pupils in Years 1 and 2 are effectively taught their sounds and letters (phonics). Pupils told inspectors that teachers encourage them to read at home and to use the school library. Writing skills in Years 1 and 2 are not as advanced as higher up the school. This is because teachers do not always provide pupils with enough opportunities to write at length on a variety of topics.
- Mathematics is taught effectively throughout the school, so that pupils of all abilities gain good numeracy skills. Teachers use a wide variety of techniques and resources to make mathematics inviting and exciting for pupils.
- Teaching assistants are deployed well and make a valuable contribution to the learning of all groups of pupils they support, including those at risk of falling behind.

Personal development, behaviour and welfare **is outstanding**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils told inspectors that they are very happy at school. They said they feel safe and very well looked after.
- Pupils are polite, confident, articulate young people. They hold doors open for visitors. In a whole-school assembly, the large number of pupils discussed topics with one another, when asked to do so by the headteacher, and quickly came to order when it was time to listen.

- Pupils' needs, whether physical, emotional, behavioural or academic, are met extremely well. Pupils who are most in need are given extremely helpful support, suited to their needs. The school works in highly effective partnership with external agencies to help those who require support.
- The breakfast club and after-school care provision provide a useful addition to the welfare of those who use them. Pupils of different ages eat healthy food and play harmoniously together.
- The school keeps pupils safe and teaches them how to keep themselves safe. Pupils understand safety procedures, such as fire drills. They understand the potential dangers from making contact with strangers, for example when using computers. A typical comment from one pupil was, 'We only go online with permission and only go to safe websites.' They know they must use the same caution at home.
- Pupils confirm that there is hardly any unkindness from one child to another. They told inspectors that they feel safe from bullying, and know which adult to turn to if they ever have a worry. Lunchtimes and playtimes run smoothly. Pupils eat and play harmoniously together.

Behaviour

- The behaviour of pupils is outstanding. They are eager to learn, and many hands shoot up if they are asked a question. Lessons proceed smoothly without disruption. Pupils keep their classrooms pleasant and orderly. Displays around the school are attractively presented, and provide good learning experiences for all who look at them. Pupils show their pride in their school by keeping their workbooks neat and tidy.
- In this diverse school community, pupils show a mature understanding of the feelings and sensitivities of others. They respect the faiths and backgrounds of others, and their tolerance is reflected in school records, which show few acts of unkindness from pupils and no hurtful racist language.
- Attendance, which historically was low, has been rising strongly and is now average. Pupils are encouraged to attend regularly, and the rise shows their enjoyment of learning.

Outcomes for pupils

are good

- Pupils' outcomes are good. School figures show that pupils in most year groups make consistently strong progress in reading, writing and mathematics. Progress is consistently good across classes within year groups. Current learning and progress, as seen in lessons and in pupils' workbooks, are good but not exceptional. There is not always enough challenge to ensure that pupils, particularly the most able, work at the highest level they can.
- Year 1 pupils do well in the national screening check of their ability to read familiar and made-up words.
- Pupils in Years 1 and 2 attain well in reading and mathematics, but do not always attain highly enough in writing. They do not always receive enough opportunities, compared with most pupils of their age, to practise writing at length.
- By the time pupils leave Year 6, they have made strong progress from their starting points and their attainment is above average. They are well prepared for secondary school, with good literacy, numeracy and speaking skills. Their confidence and strong social skills also prepare them successfully for the next stage of their schooling.
- Disadvantaged pupils achieve well. Gaps between the attainment of Year 6 disadvantaged pupils and other Year 6 pupils at the school and nationally are narrower than average and decreasing year by year.
- Throughout the school there is little appreciable difference between the progress of disadvantaged pupils and that of others in the same year. This is because of the targeted support given to disadvantaged pupils by leaders and managers, and because of the continual evaluation of the effectiveness of this support by leaders and governors. This vigilance also benefits other groups, such as disabled pupils and those who have special educational needs, and those who speak English as an additional language.
- Progress throughout the school is consistently strong. No group falls behind and all achieve consistently well. Most-able pupils make good progress, but at times tasks are not hard enough to ensure that they always make as much progress as possible. Disabled pupils and those who have special educational needs make good progress because the school provides effective additional support and measures the impact of the support carefully. The school is equally effective in providing for other groups, such as those who speak English as an additional language, and those at risk of falling behind in their learning.

Early years provision

is good

- The Nursery and Reception classes provide children with a delightful start to their education. A strong aspect of the provision is that children learn and explore new skills and ideas in a child-friendly way. They

achieve well, and early years achievement has risen in recent years.

- The provision is well led by the early years leader, supported by senior leaders. They plan worthwhile activities for children that have a good focus on extending basic literacy and numeracy. Leaders are self-reflective, and plan well for future improvements.
- The adults teach well. They constantly engage children in conversation, encouraging them to build good speaking and listening skills. Activities are inviting, and have a strong focus on reading, writing and number skills. Occasionally, however, some of the activities do not have enough challenge, particularly for children who could cope with more demanding tasks.
- The play areas, both indoors and outdoors, are spacious and filled with exciting and inviting learning activities. Inspectors observed one indoor activity, for example, which taught children a number of skills simultaneously. They cut out pictures of healthy and unhealthy foods, and stuck them on paper plates, discussing with adults which foods were 'healthy' and which should only be eaten 'sometimes'. Such activities promote children's fine-motor skills, stimulate their thinking and speaking skills, and encourage them to think about taking responsibility for their own health.
- There are plenty of opportunities for children to make and listen to music. In one activity, for example, children listened to the sounds made by simple musical instruments, and then played the instruments themselves. Children enjoyed the music making and were attentive, concentrating well. Such activities promote excellent behaviour.
- Children are kept extremely safe and looked after exceptionally well. All the adults work closely together to support children who would benefit from additional care, with the help of outside agencies when necessary.
- Parents told inspectors that they find it easy to communicate with the adults, and that their children are happy and safe.
- Children behave extremely well and are ready to share the playground equipment and take turns in using the resources. They cooperate in building models together. They are busy and occupied with the wealth of inviting tasks and activities.
- Outcomes for the children are good. The proportion of children gaining a good level of development in the early years has risen since the previous inspection. The additional funding for disadvantaged children enables them to achieve as well as others. Their skills and progress are carefully checked, and extra support put in quickly, so that they do not fall behind in their learning. Reception children make good progress in their writing, often beginning with a few marks, but soon learning to write words and even sentences.
- Children effectively learn a range of language, number and personal skills in the early years. By the time they leave Reception they are ready to move confidently into Year 1.

School details

Unique reference number	102373
Local authority	Hillingdon
Inspection number	10001990

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	631
Appropriate authority	The governing body
Chair	Graham Wells
Headteacher	Simon Hawley
Telephone number	01895 442879
Website	www.colhammanorprimary.com
Email address	colhammanor@hgfl.org.uk
Date of previous inspection	18 September 2013

Information about this school

- Colham Manor is much larger than the average-sized primary school.
- A much higher than average proportion of pupils are eligible for additional government funding, known as the pupil premium. The funding is used to support pupils who are eligible for free school meals and children who are looked after.
- The proportion of pupils who come from minority ethnic heritages is higher than average. A wide range of heritages is represented. The proportion of pupils who speak English as an additional language is higher than average. A wide range of home languages is represented.
- The proportion of disabled pupils and those who have special educational needs varies from year to year, but is broadly average.
- The school runs a breakfast club and after-school care provision.
- The great majority of children attend the Nursery in either the morning or afternoon sessions. Children in the Reception classes attend all day.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited classes throughout the school and observed pupils' learning in a range of subjects. The headteacher, deputy headteacher and senior leaders accompanied inspectors on most of their classroom visits.
- Inspectors visited the breakfast club and the after-school care provision.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met with a group of pupils to hear how they felt about the school. Inspectors took account of 12 responses to an online questionnaire for pupils.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects.
- A meeting was held with the Chair and Vice-Chair of the Governing Body, and one other governor.
- A meeting was held with the school improvement partner. A meeting was also held with the local authority's head of school improvement.
- A meeting was held with a group of teaching assistants.
- Inspectors spoke to a number of parents during the inspection. Inspectors took account of 60 responses to the online survey, Parent View. They also scrutinised the school's own survey of parents' views.
- Inspectors took account of 46 responses to an online questionnaire for members of staff.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future and minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils' attainment and progress. They also examined safeguarding information, and records relating to behaviour and safety.

Inspection team

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David Milligan	Ofsted Inspector

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