

# Colebrook Junior School

Towcester Road, Stratton St Margaret, Swindon, Wiltshire SN3 4AS

**Inspection dates** 15–16 December 2015

**Overall effectiveness** **Good**

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

## Summary of key findings for parents and pupils

### This is a good school

- Leaders have made a determined and successful effort during a period of staff change to secure a culture where good teaching and behaviour thrive.
- The passionate headteacher provides empowering leadership. She is well supported by a committed senior team in relentlessly bringing improvement.
- Skilled governors have challenged and supported the headteacher effectively since the previous inspection to improve teaching and pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is strong. It encourages pupils to develop a secure sense of right and wrong and to get along very well together.
- Teaching, learning and assessment are good, with some occasions when they are outstanding. As a result, all groups of pupils make good progress from the levels of skill they demonstrate on entry. This is evident in the above average standards in reading, writing and mathematics at the end of Year 6.
- The pupils' good personal development, welfare and behaviour are typified by respect between adults and pupils.
- Pupils are keen to learn and have excellent relationships with each other and with the staff. Consequently, they enjoy school and attendance is high.
- Currently across the school, the increasing number of pupils demonstrating higher than expected levels of skill for their age, especially in mathematics, further shows their rapidly improving progress.

### It is not yet an outstanding school because

- Pupils' understanding of phonics (the sounds that letters make) and their ability to spell words accurately are not always developed well enough, especially in Years 3 and 4.
- Teachers do not always do enough to encourage pupils to read books when they are learning or to discover the enjoyment of books and this constrains their skills in reading and interest in books.
- Links with the infant academy are not yet fully developed to best effect in support of pupils' progress.

## Full report

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

- Raise the quality of teaching and pupils' progress from good to outstanding, by:
  - ensuring that pupils become skilful in the use of phonics and that their ability to spell words accurately improves, especially in Years 3 and 4.
  - providing greater opportunities for pupils to read more widely and often in order to enrich their learning, and for enjoyment.
  
- Seek to strengthen links with the adjacent infant academy and fully share good practice in the development of pupils' skills.

## Inspection judgements

### Effectiveness of leadership and management is good

- The skilled headteacher has shown the necessary determination during a period of staff change to secure effective team leadership at all levels. By working closely and checking school performance together, leaders, including governors, have accurately identified and targeted the right areas for improvement.
- This is evident in the increased proportion of good and better teaching and in pupils' accelerated progress, especially in mathematics, since the previous inspection.
- Team leadership also ensures that consistently good levels of care and pastoral guidance for the pupils underpin their good behaviour and welfare in all parts of the school. Parents speak well about the school and pupils agreed when they said, 'The school has been upgraded and the teachers understand us better.'
- The school promotes strong links with parents and other agencies and, for example, carefully checks all staff on appointment, to safeguard pupils.
- Leaders ensure the effective use of additional funds for disadvantaged pupils and those with special educational needs so that these pupils progress as well as others in the school. The very supportive relationships that all staff cultivate with pupils further illustrate the school's determination to eliminate any form of discrimination and promote equal opportunity. This school and the adjacent infant academy have agreed a programme of activities to aid the pupils' move from one school to another. Currently, it has not been implemented long, and leaders are not yet making best use of the full range of staff expertise available to help pupils make even faster progress.
- The skilled headteacher and capable senior and middle leaders check teachers' performance and pupils' progress effectively. They implement robust plans to link teachers' progression through the pay scales with staff training in order to improve teaching and learning.
- Staff appreciate the supportive guidance they receive. This is evident in the high level of morale evident in their responses to the Ofsted questionnaire and the effective way that they undertake their responsibilities.
- The school provides a wide ranging and creatively planned curriculum. It is particularly strong in ensuring that pupils develop their literacy, numeracy and computing skills across other subjects. Examples of the good development in these skills were seen in displays about the Anglo-Saxons and the construction of the Great Western Railway.
- Learning across the curriculum also strongly promotes pupils' spiritual, moral, social and cultural development. The wide range of topics studied, including world religions, also ensures that pupils develop a good understanding of the diverse cultures that exist globally and in modern Britain. Pupils learn to be tolerant and respectful of different views and develop a good awareness of British values such as democracy and tolerance of other faiths. For example, pupils take part in elections to the school council and participate in class debates, such as how to use funds raised for charity in a fair way.
- The school uses the physical education and sports premium effectively. Specialist coaches focus specifically on raising staff and pupils' skills. They have also successfully introduced pupils to a wider variety of sports than previously, for example lacrosse and 'ultimate frisbee'. The impact of the funding over the past year has been to almost double pupils' participation levels in sport and the number of competitive events offered to them.
- The local authority has provided good support in helping staff to improve their teaching and how they check pupils' progress.
- **The governance of the school**
  - Governors have skilfully supported the headteacher in securing a strong leadership team. They have improved their effectiveness in holding school leaders to account and played a key role in driving the school forward since the previous inspection.
  - The governors complete their work through well-organised committees and fulfil their statutory duties effectively.
  - The governors' diligence in checking the headteacher's and local authority's detailed reports and their regular visits to the school mean that they know the school very well. They sustain a strong commitment to training and this, too, enables them to offer good support and to ask pertinent and challenging questions to encourage the school to improve further.
  - Governors use their experience and skills well to support the headteacher in setting future priorities for improvement and in checking teachers' performance and quickening pupils' progress.

- The arrangements for safeguarding are effective. Staff are fully trained and implement well-considered health and safety procedures. Senior leaders have identified the pupils at most risk. They liaise closely with outside agencies and families during regular follow-up checks to sustain a mindful 'watching-brief' that keeps pupils safe.

## Quality of teaching, learning and assessment is good

- Teachers and teaching assistants promote very supportive and encouraging relationships with pupils. The pupils appreciate the way that adults value their efforts and encourage them to share ideas. In response, most pupils settle quickly, listen carefully and concentrate well in class.
- The pupils' positive attitudes to learning represent key improvements since the previous inspection and now underpin their currently good progress through the school.
- Teachers have also improved their marking of pupils' work. The increased guidance in the teachers' written comments and the encouragement given to pupils about how to improve their work has deepened their understanding of their learning.
- Pupils welcome the subject knowledge that teachers provide, especially the most-able pupils, and this has raised their ability to think and learn quickly and accelerated their own progress. For example, during mathematics in Years 5 and 6, pupils rose to the teacher's challenge by explaining how they created their formula by sequencing numbers algebraically.
- Teachers use assessment competently to plan the next steps for pupils' learning and to check that pupils are suitably stretched to improve their work. Teachers' detailed planning and careful targeting of pupils' skills are key aspects of the improved quality of teaching and learning in mathematics now evident across the school.
- When work proves to be too easy or too difficult, teachers quickly modify it, and this too secures good progress, especially for the most able. For example, work set during English in Year 4 challenged and enthused the pupils in equal measure and significantly enriched their writing by enabling them to start their sentences in a more meaningful and expressive way.
- Teachers' good subject knowledge helps them to ask questions that check on pupils' prior knowledge and probe pupils' understanding. This prepares pupils well for their tasks, as during English in Year 5 where the teacher's questioning advanced the pupils' understanding of how to use apostrophes correctly.
- Teachers check pupils' developing reading skills regularly and provide well-focused additional support, for example, for disadvantaged pupils and those with special educational needs. Teachers place an effective emphasis on reading comprehension. Pupils show great interest and respond well to the variety of texts and topics presented to them. For example, they enjoyed discussions about Brunel and wrote extensively and perceptively about the Ancient Greeks.
- Staff use and pronounce technical terms such as phonemes and graphemes accurately when teaching phonics. However, occasionally when listening to pupils' reading, inaccurate enunciation of letter sounds is not corrected swiftly enough. This restricts the ability of a few pupils to read confidently and spell unfamiliar words.
- Pupils say they enjoy reading and often do so during breaktimes. A few pupils say they would like to read books more often; this is borne out by the limited number of books referred to in some of the pupils' reading journals.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take their responsibilities seriously, such as being a member of the school council, taking a lead part in assemblies and in raising funds for charities. Pupils treat each other with respect and are mindful and caring of those less fortunate than themselves. They say, 'We involve everyone in everything we do,' and 'It's more of a helping school.'
- Pupils say they are very comfortable in school and feel very safe. Parents fully support this view.
- Pupils demonstrate a good understanding of how to keep safe. They describe how they have been trained by the police in respect of keeping safe in a variety of situations such as on the road or on the

internet. Pupils show a clear awareness of the different forms that bullying might take, for example physical and racial abuse. They talk very knowledgeably about how to use computers safely and especially about e-safety.

- Pupils talk with pride about their work and the help they give to each other in the young carer group. They say 'We are very friendly. There is no bullying at this school,' and 'Teachers help us with everything.'
- Parents agree that the school looks after their children well and this is reflected in the good quality of the school's consistently implemented procedures that keep pupils safe.
- Staff are diligent in caring for pupils if they have an accident and keep parents fully informed. Accidents are always recorded diligently, but occasionally staff do not provide enough information and this reduces their ability to check for patterns and potential risks.

## Behaviour

- The behaviour of pupils is good.
- All groups within the school community agree that pupils' behaviour, especially their attitudes to learning, have improved since the previous inspection. This is evident in school records, which show that there have been very few incidents of inappropriate behaviour and that bullying is extremely rare.
- Pupils are very polite and well-mannered. They behave well around the building at breaktimes and during lessons.
- At times, pupils' behaviour is impeccable, for example during assemblies and when encouraged to share their ideas with their class.
- Pupils have very friendly relationships with each other and get on exceptionally well together and with adults.
- Most pupils are attentive and very eager to learn. Occasionally, a few pupils need and are given reminders to listen more carefully to instructions at the beginning of lessons and to focus more on their work.
- Pupils' attendance is excellent and reflects their great enjoyment of school and the positive relationship between the staff of the school and parents.

## Outcomes for pupils

are good

- National information for 2015 showed that the attainment of pupils at the end of Year 6 was above average. Results in mathematics, in particular, showed that the school had taken decisive action to raise standards.
- The teachers carefully check pupils' skills and understanding on entry. The school's continuing checks of current pupils as they move from class to class show that they make good progress in reading, writing and mathematics from their differing starting points. This is especially the case in Year 5 and 6 classes where pupils respond to increasing levels of challenge and use their maturing skills and understanding to think deeply about how to improve their work.
- The pupils' good attitudes to learning, evident in their willing responses to teachers' questions, in their beautifully presented work, and in their levels of skill, prepare them well for secondary education.
- Standards in reading are rising, with most pupils by Year 6 reading with fluency and expression. As a result, by the time pupils leave the school attainment in reading is above average.
- Not all pupils, especially some lower attainers in Years 3 and 4, fully develop their understanding of phonics (the sounds that letters make) and subsequently their spelling skills, securely enough. This is because, at times, their incorrect enunciation of letter sounds is not always corrected swiftly enough by adults.
- Other aspects of reading are generally taught and learned well, for example pupils make good progress in understanding the meanings of words and comprehending texts. The pupils' reading journals show that a few pupils do not always reach their full potential because they do not have enough opportunities to read and enjoy books at school and at home.
- School and inspection checks of the responses of the most-able pupils in class and of their work in books show good progress because of the effective challenges that teachers present to them. For example, during the inspection the most-able pupils in Years 5 and 6 were observed working confidently in writing and mathematics at higher levels than usually expected. An increasing number were demonstrating even higher levels of skill, for example, when outlining their ideas about how to use rhyming couplets to enhance their poems.

- Disabled pupils and those with special educational needs benefit from specially tailored work and additional adult support. Staff make accurate checks of their improving skills and adjust their work carefully to sustain the pupils' increasing confidence and good progress.
- The picture of achievement for disadvantaged pupils across the school is also improving rapidly. This is because their specific learning needs are identified and addressed at an early stage by well-focused additional support. As a result, they make the same good progress as their classmates and similar progress to other pupils nationally. Where progress is slower for a few pupils it is because they also have special educational needs.

## School details

<b>Unique reference number</b>	126252
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10002414

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Milsom
<b>Headteacher</b>	Nikki Scully
<b>Telephone number</b>	01793 823057
<b>Website</b>	<a href="http://www.colebrook-jun.swindon.sch.uk/">www.colebrook-jun.swindon.sch.uk/</a>
<b>Email address</b>	<a href="mailto:admin@colebrook-jun.swindon.sch.uk">admin@colebrook-jun.swindon.sch.uk</a>
<b>Date of previous inspection</b>	6–7 November 2013

## Information about this school

- The school is smaller than average in size.
- The majority of pupils attending the school are from White British backgrounds.
- The proportion of disabled pupils or those who have special educational needs, including within the school's mainstream classes, is broadly average.
- An increasing, but below average, proportion of the pupils are supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority). Across the school, just over half of the pupils supported by the pupil premium also have special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- A breakfast club operates on the school site. It is managed privately and inspected separately and was not part of this inspection.
- There has been a significant amount of staff change since the previous inspection, including in senior management.

## Information about this inspection

- The inspectors observed 14 lessons and saw the work of eight teachers. They were accompanied by the headteacher during several of these visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. The inspectors examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspectors talked to individual pupils about the school and their work. They listened to individual pupils read, attended two assemblies and observed pupils enjoying their Christmas party. The inspectors also looked at samples of pupils' work across a range of subjects and classes.
- The inspectors held meetings with members of the governing body. They also held meetings with school staff – mainly senior and middle leaders. An inspector met with a representative group of pupils on the school council. The lead inspector met with the headteacher of the adjacent infant academy and had telephone discussions with representatives of the local authority.
- The inspectors took account of the views expressed in the 10 online responses to Ofsted's Parent View questionnaire and in 18 staff questionnaires. They also took note of the views of several parents during informal meetings at the school during the inspection.
- The inspectors considered the school's use of the primary physical education and sport funding and the pupil premium.

## Inspection team

Alex Baxter, lead inspector

Ofsted Inspector

Marcia Northeast

Ofsted Inspector



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