

Inspection of a good school: Coleham Primary School

Greyfriars Road, Shrewsbury, Shropshire SY3 7EN

Inspection dates:

7 and 8 December 2021

Outcome

Coleham Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

This is a school which sits at the heart of the local community. Leaders ensure that the school's motto, 'for every child, an excellent education', is lived up to. Parents are overwhelmingly positive about the school. As one parent commented, 'Coleham is a stimulating and caring environment. Teachers are passionate about getting to know and help the children'.

Leaders have high expectations for how they want pupils to behave. Pupils rise to these expectations. In lessons, pupils are fully engaged and are keen and eager to learn. At social times, pupils play together happily on the playground. Incidents of bullying are exceptionally rare and are dealt with swiftly by teachers.

The curriculum is well planned so that pupils excel in a range of subjects. Pupils talk proudly about what they are learning and the support they get from their teachers.

Pupils benefit from the many different extra-curricular clubs available after school. These include tag rugby, Spanish fun and wildlife watch. Teachers extend pupils' learning beyond the classroom with various trips. Recently, pupils in Year 4 visited a local Roman historical settlement. Year 6 pupils also went to a regimental museum in Shrewsbury Castle to learn more about World War Two.

What does the school do well and what does it need to do better?

Senior leaders, together with subject leaders, have constructed an ambitious curriculum. There are detailed plans for each subject which set out what pupils should know and remember by the end of each year. These plans are taught extremely well so that pupils make strong progress across all subjects.

Leaders are passionate about children learning to read quickly. This begins in Reception Year where strong teaching helps pupils to become secure in their phonic sounds. Teachers and teaching assistants are well trained in early reading. This ensures phonics is taught in a highly effective way. Pupils enjoy reading and teachers regularly review pupils' home-reading diaries. Teachers carefully chose the books they give to pupils so that they accurately match the sounds pupils know. Teachers check regularly what phonic sounds pupils know and remember. This helps to pinpoint those who require additional support. Interventions for weaker readers and those with special educational needs and/or disabilities are targeted and focused so that pupils catch up quickly.

Subject topics are carefully sequenced so that pupils can build on what they already know. Pupils talk enthusiastically about their learning. For example, in science, Year 4 pupils talk confidently about their lessons on different states of matter. There are similar strengths in mathematics. Year 5 pupils can solve mathematical word problems by drawing on previous learning about multiplication. As a result of this well-planned curriculum, pupils demonstrate strong knowledge and understanding.

Teachers have strong subject knowledge. Leaders ensure that staff receive regular training on a broad range of subjects to help improve their practice even further. Teachers make regular checks on what pupils know and remember. Strong questioning quickly identifies errors and those that require additional support. Teachers use a variety of resources and activities to engage pupils with learning. Leaders recognise a few occasions where activities are not always precisely matched to the main learning of the lesson and have plans to make the teaching of the curriculum even better.

Leaders provide extensive opportunities for pupils' wider development. There are many different trips that take place for all year groups which link closely to the school's curriculum. Pupils also take part in a careers fair each year. Leaders invite 'inspirational speakers' from the local community to come and talk with pupils about the different jobs they do. Leaders also make links with the local community through their charity work. This year, pupils have made Christmas boxes for socially isolated adults and elderly people. They have also made Christmas cards for a local charity.

The trustees, alongside governors, provide highly effective support and challenge to leaders. A knowledgeable local governing body has a strong understanding of the school's strengths. Governors, alongside school leaders, are considerate of staff workload. Staff feel valued and are proud to be members of the school community.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture at the school. Staff receive regular training each term so that they are alert to potential risks. Staff are clear what they should do if they have a concern about a child. Leaders have strong relationships with external agencies to ensure vulnerable pupils get the help they need in a timely way.

Pupils are taught to keep themselves safe through the curriculum. There are 'safety afternoons' where pupils learn about topics such as water safety and the dangers of drugs and alcohol. Leaders are in regular communication with parents about e-safety through the school's newsletter.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On a few occasions, lesson tasks are not precisely matched to the key knowledge of the intended curriculum. This means that sometimes learning is not as focused as it could be. Leaders should further strengthen the curriculum so that all learning activities are well matched to the knowledge pupils need to remember.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Coleham Primary School, to be good in September 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144848
Local authority	Shropshire
Inspection number	10201013
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	423
Appropriate authority	Board of trustees
Chair of trust	Gary Turner
Headteacher	Claire Jones
Website	www.colehamprimary.co.uk
Date of previous inspection	21 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school joined the 3-18 Education Trust in July 2017.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors focused on the following subjects: reading, science and history. Inspectors examined leaders' plans, visited lessons, looked at pupils' work and talked with pupils about the way these subjects are taught.
- Inspectors reviewed a range of school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school website was also checked.
- The lead inspector talked to staff and leaders about safeguarding arrangements. He examined how leaders make employment checks on staff and scrutinised further

safeguarding records. He also asked how incidents reported by pupils are recorded and analysed.

- Inspectors observed informal times of the day to evaluate safeguarding and pupils' behaviour.
- Inspectors held meetings with the chief executive officer, governors, headteacher, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View and free-text comments. They also considered responses to Ofsted's survey of staff and pupils.

Inspection team

Mark Howes, lead inspector

Her Majesty's Inspector

Jonathan Keay

Her Majesty's Inspector

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