

Inspection of Coldean Primary School

Kenwards, Coldean, Brighton, East Sussex BN1 9EN

Inspection dates: 6 and 7 December 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are proud to belong to this vibrant, inclusive and happy school. Leaders ensure that the school values of 'kindness, resilience, trust and pride' are at the heart of everything they do. Staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard, enjoy learning, and take great satisfaction in their achievements.

Staff have high expectations of pupils' behaviour. Pupils conduct themselves well. As they grow in this nurturing environment, pupils develop confidence and self-esteem. Pupils feel safe and trust staff to sort out any disagreements. If bullying occurs, staff deal with it effectively.

Pupils relish the opportunity to enrich their learning, are eager to complete the 'Coldean 50' experiences, take on leadership roles, or compete in sporting and inter-house challenges. They benefit from a broad range of clubs that help to foster their interests and talents.

Pupils learn about the importance of treating everyone fairly and respectfully. They learn from a range of visitors and take part in activities to celebrate different cultures, faiths and professions. Pupils make positive contributions to the wider community. For example, they created their own Commonwealth Games baton, which visited every school in the city spreading a message of hope.

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

Leaders are passionate about providing the best learning opportunities for pupils, including those with SEND. They have ensured that the curriculum is broad and ambitious. Leaders have identified the important knowledge and vocabulary that pupils should learn in each subject. Staff receive regular training to enable them to confidently teach the school curriculum. In some wider subjects such as history and physical education, pupils' learning and recall of important knowledge is impressive. However, in geography and writing, pupils' knowledge is less secure.

In the early years, leaders have carefully considered each area of learning and how children progress from entry into Nursery or Reception and then beyond to Year 1. The learning environment is purposeful and inviting. It is a place where children thrive, with focused activity and positive relationships. Right from the start, children learn important skills, such as curiosity and resilience, exceptionally well. Staff teach children to regulate their emotions, take turns with equipment and settle into school routines. Partnership with parents and carers is strong and built upon highly effective communication. Children receive the help and support they need to achieve highly and be very well prepared for key stage 1.

Pupils are polite and courteous. In lessons, staff are quick to re-engage any pupil who is less focused. Pupils follow the well-established school routines well. Staff

skilfully support any pupil who may require extra help with their social and emotional skills. Pupils listen carefully in lessons, which teachers adapt skilfully to include everyone, especially those with SEND.

The number of pupils who regularly miss school is too high. School leaders have had some success with improving persistent absence, but there is still work to do. Some pupils remain persistently absent. These pupils miss out on important learning and are falling behind their peers. Governors' oversight of attendance is not as strong as other areas such as safeguarding.

Early years staff are adept at promoting children's communication and language. The well-established phonics programme is carefully organised and structured for all pupils. It begins as soon as children start school. Pupils love to visit the attractive and well-stocked book areas and the local library. Each day, they listen with excitement to the carefully selected books that enthusiastic staff read to them. Pupils who find reading difficult receive regular support that helps them catch up quickly.

There is an unwavering determination, driven by leaders, that pupils should thrive in their personal as well as academic development. Leaders ensure that pupils learn the important values to be successful both in school and beyond. Pupils learn how to stay safe when online and to keep healthy, both physically and mentally. There are many opportunities for pupils to broaden their experiences and life skills. Older pupils take their responsibilities seriously, particularly the support they provide to younger pupils.

Those responsible for governance have ensured that they know the school well. They provide well-considered support and challenge to leaders. Staff are very proud to work at this school. They appreciate the support they receive to improve professionally and maintain their well-being. Leaders are mindful of staff workload and do all they can to manage this effectively. Equally, parents spoken to and those who completed the survey are overwhelmingly positive. One parent, typical of many, said, 'All my children have received exceptional care and encouragement. The staff are phenomenal and always go the extra mile.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. There are clear systems in place to identify pupils who are at risk of harm. All staff are well trained in these systems and follow them carefully. Leaders act swiftly to ensure that families in need of additional help access this as soon as possible. Leaders regularly review their work with individual pupils to ensure that everything possible is being done to keep them safe, escalating their concerns when necessary. Leaders work well with external agencies and follow safer recruitment procedures diligently. They ensure that only appropriate adults work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils do not attend school as often as they should. This means that they frequently miss important learning. Those responsible for governance, and school leaders, should work together strategically so that all pupils attend school regularly and can achieve the best possible outcomes.
- The writing curriculum is not securely and consistently embedded across the school. As a result, some pupils are not building their knowledge, skills and understanding of writing coherently and sequentially. Leaders should build upon the success of their work in reading and ensure that the teaching of writing is understood and delivered effectively across key stage 1 and 2.
- There is some variability in the quality of the foundation curriculum's implementation. This means that some pupils do not achieve as highly as they could in some subjects. Leaders should ensure that staff are confident and follow expectations for delivering learning across the whole curriculum.

How can I feed back my views?

You can use 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.

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	114384
Local authority	Brighton and Hove
Inspection number	10256399
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair of governing body	Sharon Terrill
Headteacher	Stuart McConnachie
Website	www.coldean.brighton-hove.sch.uk
Date of previous inspection	21 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast and after-school club for pupils who attend the school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with a group of governors, including the chair of governors. He also had a telephone call with a representative from Brighton and Hove local authority.
- Inspectors carried out deep dives in these subjects: early reading, English, physical education, geography and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke

to teachers and teaching assistants, spoke to some pupils about their learning and looked at a sample of pupils' work. The lead inspector also heard pupils read.

- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's record of recruitment checks. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff.
- Inspectors took account of parents' responses to Ofsted's survey, Parent View, and parents' written comments. Inspectors also spoke to groups of parents on the morning of the first day of inspection.
- Inspectors gathered pupils' views throughout the day, including during lesson visits and at breaktimes. They also took into account responses to the pupils' survey.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff questionnaire.

Inspection team

Alan Derry, lead inspector	His Majesty's Inspector
Venessa McInnes	Ofsted Inspector
Liz McIntosh	Ofsted Inspector

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