Inspection of a good school: Colerne CofE Primary School

Quarry Lane, Colerne, Chippenham, Wiltshire SN14 8DU

Inspection dates: 13 and 14 March 2023

Outcome

Colerne CofE 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 graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are overwhelmingly positive about their school. They describe their teachers as friendly and kind. Relationships between pupils are caring. Year 6 pupils act as buddies to children in the early years, and speak with pride about reading to them and writing them welcome letters. Pupils who join the school mid-year are warmly welcomed by their classmates. Pupils refer to the school's 'welcoming light' ethos when describing how to help others settle in.

Pupils take pride in their learning. They are taught well so that they gain knowledge and skills quickly. Pupils talk about their learning with each other and work well individually or in groups. Behaviour is calm. Pupils are taught about the importance of positive relationships. This means that bullying is rare.

The vast majority of pupils, over the course of their time at Colerne, are part of a council. The 'eco council' promotes environmental awareness through increasing what the school recycles. Pupils lead worship in the local church through their 'celebration council'. These experiences help pupils to be active participants in both the school and wider local community.

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

This is a calm and happy school where pupils do very well. All pupils feel included and valued because teachers and leaders recognise each pupil's individual needs. Leaders have made sure that the curriculum supports all pupils, particularly those joining the school mid-year. They ensure pupils understand how to learn best in each subject, for example by 'thinking like a historian' or 'thinking like a scientist'. This means pupils are able to make clear links between what they learn.

In the classroom, pupils are supported by highly effective teaching. Where classes have mixed-year groups, the curriculum is carefully planned so all pupils have work that matches what they know and can do. Teachers frequently check pupils' learning. If any fall behind, sessions are arranged to help pupils quickly catch up. Pupils who arrive mid-year are quickly assessed. Any required catch-up work is well planned. Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers know their needs and ensure that resources help them to achieve well. Staff provide effective support, balancing guidance and help so that pupils work independently.

Teachers' high expectations for pupils' behaviour are consistently met. This helps lessons to run smoothly. The school's motto, 'Be a light for all to see', is understood by all and helps pupils to conduct themselves well. This means that pupils take responsibility for themselves and others, resulting in an exceptionally caring environment for all.

Reading is prioritised throughout the school. Leaders choose books that develop a love of reading. Many Year 6 pupils are passionate readers and support younger pupils in learning to read. Teachers use a wide variety of fiction and non-fiction texts that link to other areas of learning. The school's phonics programme is new but is already well developed. Staff use expert knowledge to ensure all pupils are taught well.

The school's personal development programme is broad and highly effective. It is centred on ensuring that pupils flourish, not only in school but also in their community. Pupils enjoy learning about local history, and visiting the theatre. Children learn first aid and feel empowered by the experience. Pupils visit the local military base to find out about science, technology, engineering and maths, as well as to find out about the occupations of some of their parents. The school promotes healthy eating habits. It has an active gardening club where pupils learn about growing produce, pick fruit in the orchard and learn how food is cooked.

The early years curriculum is ambitious and well considered. This ensures children are very well prepared for their next stage. The curriculum is carefully designed to meet children's needs, so that they explore ideas in different of ways.

Staff are positive about leaders' efforts to manage their workload and well-being. Staff feel valued and enjoy working in a close-knit, supportive team. This collegiate approach strongly contributes to the school's capacity to help all pupils succeed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff are vigilant and alert to any possible safeguarding risks to their pupils. Staff know each pupil well. This knowledge and regular training are used well to create a secure safeguarding environment. Staff know how to make a referral. Record-keeping is clear and detailed. This highlights leaders' swift and appropriate interactions with external agencies. Governors work with leaders to regularly check the school's safeguarding systems and policies. Pupils are taught to stay safe online and offline.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

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.

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	126316
Local authority	Wiltshire
Inspection number	10240920
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair of governing body	Charlotte Wain
Headteacher	Mr Mark Solomon
Website	www.colerneschool.com
Date of previous inspection	6 and 7 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Bristol. The last Section 48 inspection took place in October 2022 and found the school to be excellent.
- The school does not currently use any alternative provision.
- The school has higher than average numbers of pupils from military families.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, the SEND coordinator, curriculum leaders and other staff.
- The inspector met with five governors, including the chair of governors. He talked to a local authority representative and a representative from the diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about

their learning, and looked at samples of pupils' work. The inspector listened to a sample of pupils read.

- The inspector examined a range of documentation provided by the school, including leaders' self-evaluation and improvement plans.
- The inspector scrutinised safeguarding records, checked staff's safeguarding awareness and met with the designated safeguarding leaders.
- The inspector considered the responses to Ofsted's online survey, Ofsted Parent View. He also took into consideration the responses to the confidential staff and pupil surveys.

Inspection team

Ed Mather, lead inspector	His Majesty's Inspector

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