

Inspection of The Colleton Primary School

Colleton Drive, Twyford, Reading, Berkshire RG10 0AX

Inspection dates: 5 and 6 December 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils feel safe and well supported across all year groups. The 'Colleton Code: ready and curious; respectful and kind; safe and secure' sits at the heart of the school. Staff have clear expectations for behaviour, and pupils respond positively to these, demonstrating respect and kindness. Pupils are proud of their school and describe it as inclusive and friendly. They show a strong sense of empathy and understanding for their peers. Bullying is very rare and where it does occur, it is dealt with swiftly and effectively by staff.

Since the last inspection, there have been a number of positive actions put in place to improve the quality of education for all pupils. As a result, most pupils achieve well across many subjects. Pupils are unanimously positive about their experiences and enjoy their lessons. There are a wide range of activities to participate in, including a range of clubs and additional opportunities to broaden pupils' engagement within the local community and to nurture talents. Examples include singing at the local church and a variety of sports clubs. As one parent said, 'This school develops the whole child. I look forward to how my child will develop as they continue to go through the school.'

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

The school has taken decisive action to make improvements to the curriculum. Planning across subjects clearly identifies what all pupils are to be taught. Pupils with special educational needs and/or disabilities are identified quickly and there are clear adaptations in lessons that help them to learn the same curriculum as their peers. As a result, most pupils achieve well in many areas of the curriculum.

Staff are more confident teaching across the curriculum because of the training and support that they have received, particularly in early reading. Pupils across all reading groups benefit from clear modelling and regular checking of their understanding. They also have access to a wide range of books that are matched to the sounds that they are being taught. Staff support pupils and use checks well to help all pupils quickly build their confidence and competence in reading. Pupils achieve well and those requiring additional support catch up quickly because of the high priority given to reading across the school.

Beyond the teaching of early reading, there are routine opportunities for pupils to revisit essential learning across other curriculum subjects. This supports them to build secure understanding over time. However, there are occasionally opportunities within lessons that are not used as efficiently to support pupils' learning. During some of these times, pupils lose concentration. The school is continuing to make improvements to teaching and to strengthening assessment across the whole curriculum.

In Reception, children make a positive start to their education. They are well supported by knowledgeable staff who make learning engaging. Children have many

opportunities to develop their language, social and emotional skills. They develop their understanding of the world through a range of carefully selected activities. When children work independently, staff provide suitable and skilful support.

Pupils in all age groups are respectful to adults and each other. Staff take swift action when pupils' behaviour does not meet their expectations. Pupils respond well to this as a result of the warm and nurturing relationships in place at the school. They value the approaches that they are taught in school to help them to regulate their emotions. The school has implemented successful strategies to support all pupils to attend school regularly. Leaders continue to actively support individual pupils to increase their attendance.

Pupils demonstrate a clear understanding of fundamental British values and know what actions to take to stay safe when using the internet. Pupils' understanding of other key ideas that they are taught through their personal, social and health education curriculum are developing. The school is taking effective action to ensure that key knowledge is explicit in their planning, so that all staff know what all pupils need to be taught and remember.

Staff are very positive about the school and the journey of improvement. They value the actions taken to help them to manage their workload and well-being. They are well supported to carry out their roles and appreciate a strong culture of sharing and helping others among their colleagues. Governors carry out their roles effectively, and as a result, provide clear support and challenge to continually improve the school. Strong relationships with other local schools has also enabled the school to receive useful feedback and share effective practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, the movement between learning activities leaves too much time that is not focused on learning the intended curriculum. This means that the pupils are not focused on the most important learning. The school should provide staff with appropriate training and support to ensure that teaching and learning time is used consistently effectively.
- Some actions that leaders have taken to improve teaching and assessment are in the early stages of implementation. This means that pupils' learning is variable across different subjects. The school must ensure that they continue to support staff with high-quality training and assure themselves that ambitious expectations are consistently met across all subjects.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109878
Local authority	Wokingham
Inspection number	10287824
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair of governing body	Bridget Ditcham
Headteacher	Michelle Law
Website	www.colleton.wokingham.sch.uk
Dates of previous inspection	21 and 22 September 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative providers.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with leaders from across the school. The lead inspector also met with local governors, including the chair of the local governing body, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, and physical education. For each deep dive, inspectors held discussions

about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also observed pupils' behaviour in lessons and around the school and discussed wider development opportunities with leaders and pupils.
- Inspectors considered the responses to the staff survey, pupil survey and Ofsted Parent View questionnaire and free-text responses. Inspectors also spoke with staff and pupils to gather their views.

Inspection team

Hanna Miller, lead inspector

His Majesty's Inspector

Vickie Farrow

Ofsted Inspector

Kimberley Kemp

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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