

Inspection of Colton Primary School

School Lane, Colton, Leeds, West Yorkshire LS15 9AL

Inspection dates: 21 and 22 May 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Caroline Johnson. This school is part of Red Kite Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Sheriff, and overseen by a board of trustees, chaired by Chris Tulley.

Ofsted has not previously inspected Colton Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Colton Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

This is a school where anything is possible. Pupils at Colton say they feel respected, valued and safe. The school has very high aspirations for the achievement of all its pupils. Staff ensure all pupils, including pupils with special educational needs and/or disabilities (SEND) achieve exceptionally well, both academically and in their personal development. All pupils are proud to be part of this superb school.

The 'Colton code' runs through the school. Relationships between adults and pupils are rooted in mutual respect. The conduct and behaviour of pupils are exemplary. From the moment pupils start at the school, they learn how to respect and care for each other. Pupils value charity and the spirit of generosity. One pupil explained to inspectors that this is because 'sometimes, everyone needs a helping hand'.

Leaders are relentless in ensuring pupils make the most of their time in school. They promote the importance of good school attendance at every turn. The attendance of pupils is high. Pupils with SEND attend school even more frequently than their peers do.

Older pupils act as excellent role models for younger pupils by taking on numerous responsibilities, including those of 'peaceful problem solvers' and 'handy helpers'. These roles help to ensure that the school's vision of 'kindness, determination and good honest hard work' is fully realised.

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

The curriculum is exceptionally ambitious. Leaders have ensured that every staff member shares a commitment to help every pupil realise their full potential. Across the curriculum, leaders have detailed clearly what pupils need to know and be able to do. Pupils develop deep and rich knowledge across the curriculum. In music, pupils perform to the highest standard and make complex links with the music associated with different time periods. In geography, pupils' understanding of the local community and wider world is very strong. For example, they learn about how the Temple Newsam Estate has changed over time and compare this to other parts of the world.

The highly consistent implementation of the curriculum allows all pupils, particularly those with SEND, to build deep stores of knowledge over time. For example, in Year 1, pupils are able to explain in detail how the germination of plants occurs. Year 5 pupils confidently discuss musical tempo and pitch using highly technical language. Across all subjects, pupils' work demonstrates their deep and sustained learning across the curriculum and over time.

Teachers make carefully chosen adaptations to lessons for pupils with SEND. They do not lower their expectations. Across the curriculum, pupils with SEND achieve exceptionally well. No learning time is wasted. Effective use of technology enables

pupils to receive precise feedback. Pupils know what to do to improve their work. In early years, staff quickly identify children with SEND and provide effective support.

The school makes the teaching of reading a priority. Expert teaching of phonics ensures pupils quickly develop the skills that they need to excel. All staff are trained to the highest standard. Books are closely matched to the sounds that pupils know. Pupils adore reading the agreed class texts. Pupils across school are effusive about reading. Reading ambassadors and a well-resourced library provision contribute to the vast numbers of pupils who show a deep love of reading. Pupils who need support with reading are identified and supported. These pupils quickly catch up. Pupils routinely apply their phonics skills into writing. They build transcription and composition skills in their writing across all year groups.

Children in early years get off to a flying start. High-quality adult interactions enable children to quickly build excellent vocabulary skills. Considered activities help children develop strong social skills. Children who need extra support are swiftly identified. Children develop excellent routines within the early years. They show sustained interest across a wide range of activities. Staff fully understand how to enact the highly ambitious curriculum. The curriculum builds a solid foundation for future learning. For example, children learn about mini beasts in preparation for their future science learning. As a result, children achieve exceptionally well and are very well prepared for key stage 1.

The school's 'curriculum for life' ensures pupils build character and develop a deep understanding of difference. The carefully designed offer includes opportunities for pupils to learn about citizenship and sustainability. It includes opportunities to engage with music and the arts. These experiences ensure all pupils are very well prepared for life in wider society. Pupils are provided with a wealth of leadership opportunities. These are meaningful and purposeful. There are a range of clubs, visits and visitors for pupils to enjoy. This helps to ensure pupils develop a wide range of talents and interests.

Leaders are highly skilled. They do the right things at the right time. Staff are incredibly proud to work at this school. Subject leaders are well trained and check standards carefully. Trustees and local governors hold leaders to account for the work they undertake. The trust and leaders have been instrumental in ensuring staff workload is well managed and this has had a very positive impact on staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

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 special educational needs and/or disabilities (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	146233
Local authority	Leeds
Inspection number	10323104
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	Board of trustees
Chair of trust	Chris Tulley
Headteacher	Caroline Johnson
Website	www.colton.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Red Kite Learning Trust, a multi-academy trust.
- There is a before- and after-school club for pupils who attend the school.

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 first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, pupils, the CEO of the trust, and a member of the board of trustees and the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and music. For each deep dive, inspectors discussed the curriculum with

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

- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- 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 observed pupils' behaviour in lessons and around the school, including at lunchtime. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

David Taylor, lead inspector

Ofsted Inspector

Liam Colclough

His Majesty's Inspector

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