

Inspection of a school judged good for overall effectiveness before September 2024: Colebourne Primary School

Stechford Road, Hodge Hill, Birmingham West Midlands B34 6BJ

Inspection dates:

15 and 16 October 2024

Outcome

Colebourne Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils feel safe and happy in school and enjoy their learning. There is a strong sense of community, both within the school and beyond. The school serves its community well, offering pastoral support and care to its families and children. Parents and carers enjoy all that the school offers. One parent shared, 'The school provides a safe environment where our children can flourish'.

The school is a calm and purposeful learning environment, where children achieve well. Adults care about the pupils and want the best for them. In doing so, they encourage pupils to have high aspirations for themselves and what they can achieve. Pupils take pride in their work. They settle quickly to tasks and work together with real collaboration. They are confident to ask questions and make suggestions in class.

There are many clubs and trips that pupils are encouraged to be part of. One pupil said, 'No matter what you are interested in, there is something for you at Colebourne.' The school expects pupils to try hard and do the best they can. Pupils respond positively in lessons and around school. Pupils and staff know and understand the school values and bring them to life across all aspects of school.

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

The school provide an interesting and engaging curriculum that is broad and balanced. Staff drive this with real ambition and work towards the best possible outcomes. In most curriculum subjects, the school has precisely identified the knowledge and skills that pupils will learn. However, the school has not yet fully ensured that teachers know exactly what to teach and when to teach it. Work to address this is well under way. In addition,

teachers do not always use assessment well enough to check what pupils know and understand in some subjects.

The reading curriculum sets out clearly what pupils need to know. The reading books are closely matched to the sounds that pupils are learning. The school starts teaching children to read as soon as they join the school. Staff provide effective support for pupils who speak English as an additional language. Additional catch-up programmes provide further daily opportunities for pupils to read. In key stage 2, there are well-resourced libraries for each year group to access. Pupils enjoy the opportunity to read and change their books frequently. Most pupils become confident, fluent readers.

Children are exposed to early mathematics through continuous provision and guided sessions. They are confident in using number through play and can talk about size and position. They quickly develop and apply early mathematical skills.

Early years provision is high quality. The interactions between adults and children are excellent. Provision is strong in every corner of the early years environment, inside and outside. Children are settled and happy.

From the early years onwards, staff identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. Clear and detailed systems are in place to check and review pupils' support, ensuring that targets and plans are personalised. However, some parents are not always clear about the support in place.

Additional provision in the 'Rainbow Room' ensures that pupils who cannot access learning in the classroom receive a language-rich and purposeful learning environment, provided by skilled, well-trained professionals. There are several examples where this space has safely and carefully prepared pupils to return to a mainstream classroom.

Pupils are enthusiastic learners and are proud of their achievements. Classroom environments are well organised and effective spaces for pupils to concentrate and learn. Pupils engage in their lessons well and respond showing respect. They produce work that is high quality.

The school is highly committed to ensuring that all pupils take part in opportunities to support their personal development. Pupils are confident in their knowledge of being healthy, including their mental health. For example, they can talk about the right of the child to be safe and well. They can link this to modern society, where the law protects children. They speak about the right for people to vote and choose who they want to lead the country and know that Britain is a democracy.

Governors are highly committed to all aspects of school life. They are well informed about the work of the school and ask challenging questions to check the effectiveness of school improvement priorities. Leaders and governors are mindful of staff workload and work life balance. Staff enjoy the opportunities to develop as professionals and feel proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to assessment is not established in all foundation subjects. This means that gaps in pupils' knowledge are not always identified. The school should ensure that assessment is used effectively so teachers are able to help pupils to learn and remember key content over time.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in April 2015.

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	103263
Local authority	Birmingham
Inspection number	10343730
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	459
Appropriate authority	The Governing Body
Chair of governing body	Tariq Hakeem
Headteacher	Stuart Guest
Website	www.colebourne.bham.sch.uk
Date of previous inspection	2 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a larger-than average primary school.
- The building is co-located with a separate special school, who share the building and site.
- The school does currently use alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other school leaders and members of the governing body.
- The inspector spoke to the local authority representative.

- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector listened to pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons and at breaktime. They spoke formally with groups of pupils as well as talking to pupils in lessons and looking at their work.
- The inspector considered the responses to Ofsted Parent View, including parents free-text responses. The inspector also took account of responses to Ofsted's staff and pupil surveys.
- The inspector reviewed information published on the school's website and other documentation provided by the school, including strategic plans and minutes of governors' meetings.

Inspection team

Debra Newman, lead inspector

Ofsted Inspector

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