



**Office for Standards
in Education**

Inspection report
Collingwood Primary School

Kingston-upon-Hull Education Authority

Dates of inspection: 11 and 12 October 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

© Crown copyright 2004. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Inspection reports are available on the Ofsted web site (www.ofsted.gov.uk).

Contents

Section	Page
Basic information about the school	iv
Introduction	1
Main findings	1
Key issues	3
Inspection findings	3
Standards achieved by the pupils	3
The pupils' attitudes, values and personal development	5
The quality of education	5
Leadership and management	6
Implementation of the action plan	7
Appendix – Information about the inspection	8

Basic information about the school

Name of school:	Collingwood Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Mrs E Macdonald
Address of school:	Collingwood Street Hull Kingston-upon-Hull HU3 1AW
Telephone:	01482 331914
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mr M A Clark
Local education authority area:	Kingston-upon-Hull
Unique reference number:	117928
Name of reporting inspector:	Mr J Richardson HMI
Dates of inspection:	11 and 12 October 2004

Introduction

1. Collingwood Primary School is situated in Hull. Most of the 174 pupils live near the school in an area that suffers from considerable social and economic deprivation. The majority of the pupils are of white British heritage, with a small proportion from minority ethnic backgrounds. Three per cent of the pupils are learning English as an additional language. One third of the pupils have special educational needs, including seven who have a Statement of Special Educational Need. These figures are above the national average. Half of the pupils are known to be eligible for free school meals, which is well above the national average.

2. The school was inspected in June 2003. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

3. The governors drew up an action plan to address the key issues from the inspection of June 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on two occasions to monitor the progress being made.

4. In October 2004, two HMI inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of June 2003.

Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- the standards achieved in the 2004 Key Stage 1 national tests exceeded the school's targets but were well below average. Standards in the Key Stage 2 national tests were above average and considerably higher than the school's targets. The pupils in Years 2 and 6 made good progress;
- standards in lessons were below national expectations. Some of the higher-attaining pupils reached levels close to age-related expectations;
- the quality of learning was never less than satisfactory and was good or better in seven of the fifteen lessons. Weaknesses in the pupils' communication skills hamper their progress but they respond positively to opportunities to discuss their work and concentrate well in most classes;
- the pupils' attitudes and behaviour were generally good in lessons; many of the pupils were keen to learn. However, the behaviour of a minority of boys in some classes disrupts the learning. Behaviour around the school and at lunch and break times was satisfactory; many of the pupils are proud of their school;
- the level of attendance rose considerably during the last school year; from 92.9 per cent in the autumn term to 95.7 per cent in the summer term. At 94.1 per

cent for the year overall, attendance was average. Punctuality has also improved;

- the school promotes the pupils' spiritual and cultural development and currently gives good emphasis to moral and social aspects;
- the quality of teaching has improved significantly since the school's inspection in June 2003. It was very good in one lesson, good in five and satisfactory in nine, including three where there were some weaknesses. Good features include: consistent planning with work matched accurately to the pupils' different abilities; employing a wide range of teaching techniques and using time efficiently. Where the teaching was less effective, lessons lacked pace and purpose. On occasions, the teachers lacked strategies to respond to disruptive behaviour;
- revisions to planning and guidance ensure that the school's curriculum is securely based on national requirements. Thorough implementation of the national strategies has underpinned improvements, although there is still some way to go with writing. Provision for the pupils who have special educational needs is satisfactory and meets the requirements of the national Code of Practice. There is sound provision in the Foundation Stage;
- there are good systems for assessing the pupils' attainment in the core subjects, for tracking their progress and for setting targets for individual pupils and for the whole school. These measures are beginning to have a positive effect on planning and recording the pupils' progress;
- the school is led and managed well. The seconded headteacher and the new permanent headteacher have provided firm educational direction for the school and established procedures to promote effective teaching and learning. Morale is high and the staff show commitment to the school's improvement;
- there are effective systems for monitoring the quality of teaching, scrutinising the pupils' work, analysing test data and checking the teachers' planning. Information from these and other activities has led to the formulation of a school improvement plan, which sets well-judged priorities for future work;
- the roles and responsibilities of the senior management team are clear and they are making an increasingly effective contribution to the school's progress;
- the governors' support for the school is tempered with an appropriate degree of challenge. They are active in the school and fulfil their responsibility to oversee its performance;
- the local education authority (LEA) has provided good support to the school through its link inspector and specialist consultants.

Key issues

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to raise standards in all subjects, particularly in English;
- raise the quality of teaching to a consistently good standard;
- improve the quality of behaviour to a consistently high standard.

Inspection findings

Standards achieved by the pupils

7. The standards achieved in the 2004 Key Stage 1 national tests exceeded the school's targets but were well below average. Standards in the Key Stage 2 national tests were above average and considerably higher than the school's targets. The pupils in Years 2 and 6 made good progress.

8. The proportion of the pupils who achieved the expected Level 2 or above in the 2004 Key Stage 1 statutory tests was lower in all the core subjects than in 2003. In reading, the proportion fell from 86 to 70 per cent, in writing from 86 to 70 per cent and in mathematics from 91 to 85 per cent. National comparative data for 2004 are not yet available. However, when compared with the national figures for 2003, the school's results are in the lowest quarter of all schools nationally. The results for writing and science are in the lowest 40 per cent of schools, where a similar proportion of the pupils are entitled to free school meals, and those for writing and mathematics are broadly average. The pupils made progress that was above average and exceeded their targets.

9. The picture at the end of Key Stage 2 is very positive. The proportion of the pupils who achieved the expected Level 4 or above in the 2004 Key Stage 2 statutory tests was much higher in all the core subjects than in 2003. In English, the proportion climbed from 64 to 84 per cent, in mathematics from 57 to 85 per cent and in science from 64 to 88 per cent. National comparative data for 2004 are not yet available. However, when compared with the national figures for 2003, the results for English and mathematics are in the highest 40 per cent of all schools nationally and those for science are broadly average. The school's results are in the highest quarter of schools where a similar proportion of the pupils are entitled to free school meals. The pupils made good progress and exceeded their targets.

10. Standards in lessons were below national expectations. Some of the higher-attaining pupils reached levels close to age-related expectations.

11. The pupils receive a sound start to their education in the Foundation Stage Unit. Many enter the school with limited educational experiences and poor communication skills; their ability to express ideas or make their needs known is hampered by limited vocabularies. Although standards are low, the pupils make satisfactory progress.

12. The quality of learning was never less than satisfactory and was good or better in seven of the fifteen lessons. Weaknesses in the pupils' communication skills hamper their

progress but they respond positively to opportunities to discuss their work and concentrate well in most classes.

13. At Key Stages 1 and 2, standards in English have shown steady improvement over time. Even though they remain below national expectations in most lessons, there is an increasing number where they are near the level expected for the pupils' ages, especially the higher-attaining pupils. Speaking skills are showing improvement, but from a low base. The pupils are generally eager to talk, but their vocabulary is often limited and at times they speak without clarity. There are weaknesses when the pupils try to articulate their thinking, for example, when answering questions, or explaining how they reached a particular conclusion. Nevertheless, the teachers put much emphasis on the pupils talking about their ideas, and questioning them to make sure they have understood something, before moving on to the next stage in the lesson. For example, in a Key Stage 1 lesson, the pupils were encouraged to talk about the organisation of a storybook before considering the text. Listening skills show variation. They are consistently good at Key Stage 1 but are more varied in some classes at Key Stage 2, when the behaviour of a minority of pupils, who have scant regard to what others have to say, disrupts the lessons.

14. Standards in reading are beginning to rise. Guided reading sessions provide direct teaching on a regular weekly basis to all the pupils, with opportunities for them to practise and use their skills through a range of reading-related activities. Extra help is given to boost the skills of those pupils who require additional support. An added impetus has been the recent introduction of new books designed to appeal to the older pupils, but which use elementary language.

15. The improvement of the pupils' writing has been a focus for the teachers' professional development. The literacy co-ordinator, supported by the LEA literacy consultant, has undertaken a detailed analysis of data resulting in the identification of class and individual pupils' targets. These measures are helping the teachers to plan work to meet individual and group needs, although their impact, as yet, is limited. By the end of Key Stage 2 the pupils are writing for an increasingly broad range of purposes, although weak spelling and presentation lower standards.

16. Standards in mathematics in Year 2 vary widely but are below national expectations overall. Most of the pupils use the mathematical names for common two-dimensional shapes and count forwards and backwards in ones from any two-digit number but only the higher-attaining pupils add a multiple of ten to a two-digit number accurately and some of the lower-attaining pupils struggle with number names to ten. In Year 6, there is a similar picture. The higher-attaining pupils find pairs of numbers that total 100 and pairs of decimals that add to 10 accurately and quickly, but many of the pupils struggle to convert accurately fractions to decimals and simple percentages.

17. In science, the pupils cover an appropriate range of topics but many achieve standards below those expected for their age. In a Year 1 science lesson, the pupils had only a limited understanding that animals need food, light and water to live. There is a similar picture at Key Stage 2. In a Year 5 science lesson, the pupils planned an investigation to find out how exercise affects pulse rate but their scientific reasoning was limited; they struggled to explain why exercise increased pulse rate.

The pupils' attitudes, values and personal development

18. The pupils' attitudes and behaviour were generally good in lessons; many of the pupils were keen to learn. However, the behaviour of a minority of boys in some classes disrupts the learning. Behaviour around the school and at lunch and break times was satisfactory. Many of the pupils are proud of their school.

19. Most of the pupils follow routines and procedures and work well when not under the direct supervision of an adult. In many classes, transitions from one activity to another are accomplished very swiftly and without fuss. Many of the pupils are keen to learn, try hard and take pride in their work. However, the management of the more challenging behaviour shown by a minority of the older boys is largely ineffective.

20. The level of attendance rose considerably during the last school year; from 92.9 per cent in the autumn term to 95.7 per cent in the summer term. At 94.1 per cent for the year overall, attendance is average. Punctuality has also improved. There were two fixed-term exclusions for a total of three and a half days last term.

21. The school promotes the pupils' spiritual and cultural development and currently gives good emphasis to moral and social aspects. Through the Excellence in Cities programme, the school has recently appointed a mentor to support attendance and the pupils with significant emotional needs. She contributes to the systematic whole-school programme for nurturing identified groups of pupils and enhancing their self-esteem, and works with some of the more vulnerable pupils at lunchtimes. She has built relationships quickly and has sound plans for working with parents and other agencies. The positive relationships between the staff and many of the pupils make an important contribution to building an ethos which promotes the pupils' self-esteem and confidence. The pupils in a Year 2 class were able to offer their ideas and build on mistakes because the teacher had established a climate of trust. Overall, the learning environment promotes high aspirations and makes a positive contribution to the school's ethos, and, on occasions, is used effectively as a resource for learning.

22. The school promotes the personal development of the pupils through a range of extracurricular opportunities, including an art club and a gardening club. The older pupils have visited the theatre and a local art gallery, and external speakers contribute to assemblies. During the inspection, the well-planned assembly engaged the interest of the pupils and met statutory requirements for an act of collective worship.

The quality of education

23. The quality of teaching has improved significantly since the school's inspection in June 2003. It was very good in one lesson, good in five and satisfactory in nine, including three where there were some weaknesses.

24. Most lessons are planned and structured well, with clear learning objectives that are shared with the pupils and revisited in concluding plenary sessions. Teachers generally make good use of assessment to ensure that tasks are accurately matched to the pupils' different learning needs. A salient feature of much of the teaching is a very clear focus on the development of the pupils' speaking and listening skills; most teachers employ a range of strategies to promote discussion and reinforce key vocabulary. These activities are usually conducted at a brisk pace and maintain the pupils' interest and develop their understanding.

Additional adults are well directed and support learning effectively. In many lessons, good use is made of interactive whiteboards.

25. The best lessons involved the teachers in using every opportunity to develop the pupils' thinking and understanding, often building on their contributions in response to an initial question or task. The teachers provided good support for the pupils to enable them to achieve high standards, continually cajoling them to do their best.

26. Where the teaching was less effective, there was not enough focus on what needed to be done to achieve the learning objectives and a lack of urgency. In some classes, the management of the pupils' behaviour was obtrusive and slowed the pace of learning.

27. Provision in the Foundation Stage is sound. The staff give priority to developing the pupils' speaking skills, although at times the adults' approach to providing good models is at the expense of the pupils' opportunities for speaking. The unit incorporates nursery and reception-age pupils sharing the same suite of rooms and common resources. The planning identifies activities for the separate needs of both age groups and for the more-able pupils, especially in communication, language and literacy and in mathematical development. The unit is well resourced and there are distinct areas for learning. There are wide opportunities for the children to make choices from a very wide range of activities. However, the learning potential is not always realised either because the pupils are overwhelmed with the choices, or the adults are not available to observe what the pupils are doing and move their learning on. There are long and medium-term plans which outline major themes and activities linked to the six areas of learning. Short-term plans are detailed for literacy, numeracy and other adult-focused activities, but the learning potential is less clear for other activities.

28. Provision for the pupils who have special educational needs is satisfactory and meets the requirements of the national Code of Practice. Individual education plans for these pupils include precise and realistic targets that are reviewed each term. The teachers make provision for the pupils' needs in their planning and classroom assistants give sound support to these pupils in class.

29. Revisions to planning and guidance ensure that the school's curriculum is securely based on national requirements. An overview of the curriculum is complemented by medium-term subject plans, founded on national guidance, and by detailed weekly programmes of work for each class. Thorough implementation of the national strategies for literacy and numeracy has underpinned improvements, although there is still some way to go with writing.

30. There are good systems for assessing the pupils' attainment in the core subjects, for tracking their progress and for setting targets for individual pupils and for the whole school. These measures are beginning to have a positive effect on the planning of work and the recording of pupils' progress.

Leadership and management

31. The school is led and managed well. The seconded headteacher and the new permanent headteacher have provided firm educational direction for the school and established procedures to promote effective teaching and learning. Morale is high and the staff show commitment to the school's improvement.

-
32. The governors' support for the school is tempered with an appropriate degree of challenge. They are active in the school and fulfil their responsibility to oversee its performance; for instance, through nominated governors meeting regularly with the senior manager responsible for a particular key issue of the action plan.
33. The roles and responsibilities of the senior management team are clear and they are making an increasingly effective contribution to the school's progress; for example, through leading improvements to the setting of curriculum targets for individual pupils in English and mathematics. The acting deputy headteacher provides good support to the headteacher.
34. Staff, in their different capacities, have worked hard to improve the school. Teamwork is evident in the significant contributions made by classroom assistants and in the consistency of approach from class to class. The newly qualified teacher has improved in confidence and practice.
35. There are effective systems for monitoring the quality of teaching, scrutinising the pupils' work, analysing test data and checking the teachers' planning. Information from these and other activities has led to the formulation of a school improvement plan, which sets well-judged priorities for future work.
36. The LEA has provided good support to the school through its link inspector and specialist consultants. It arranged temporary leadership, supported transition arrangements well and has evaluated the effectiveness of its support and modified its strategies appropriately.

Implementation of the action plan

37. The inspection report of June 2003 required the school to address four key issues. These principally related to: raising attainment in English, mathematics and science; improving the quality of teaching; improving the pupils' attendance and punctuality; and improving the quality of leadership and management. Overall, good progress has been made and most tasks have been completed.
38. The school uses the results of its analysis of information about the pupils' progress to identify groups of the pupils for additional support. It also monitors the progress made by these intervention groups. Recent results are an indicator of improvement, particularly at Key Stage 2, but there is still some way to go.
39. Training for the teachers has focused on areas of weakness and the programme to monitor the quality of teaching has been effective. Nevertheless, work remains to be done to achieve a consistently good quality of teaching.
40. The pupils' attendance and punctuality have improved significantly, reflecting improvements in relationships with the community.
41. Changes in the leadership of the school and the subsequent restructuring of the senior management team, underpinned by the establishment of secure systems for monitoring and evaluating the work of the school, have driven improvements well.
-

Appendix – Information about the inspection

The school was inspected in June 2003 by HMI under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in January and May 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of June 2003.

In October 2004, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Fifteen lessons or parts of lessons, one assembly and two registration sessions were inspected. The pupils were observed at break and lunchtimes and samples of their work were inspected. Meetings were held with the headteacher, senior staff, the chair of governors and a representative from the LEA, and informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of June 2003 and the action plan prepared by the governing body to address those key issues.