



The Colleton Primary School

Inspection Report

Unique Reference Number 109878
LEA Wokingham District Council
Inspection number 278301
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Wiola Hola HMI

This inspection was carried out under section 5 of the Education Act 2005.

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|------------------------------------|--------------------|---------------------------|--------------------------------------|
| Type of school | Primary | School address | Colleton Drive |
| School category | Community | | Twyford |
| Age range of pupils | 4 to 11 | | Reading RG10 0AX |
| Gender of pupils | Mixed | Telephone number | 0118 934 0530 |
| Number on roll | 218 | Fax number | 0118 934 4641 |
| Appropriate authority | The governing body | Chair of governors | Mr Christopher Allen |
| Date of previous inspection | 26 June 2000 | Headteacher | Mrs Karen Davis and Mrs Nicola Allan |

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

The school is of average size. The school's circumstances are more favourable than average and pupils' attainment on entry is above average. The proportion of pupils from minority ethnic groups is average and most pupils are White British. A few pupils speak English as an additional language. The proportion of pupils with learning difficulties or disabilities is below average but the proportion with statements of special educational need is average. The open-plan nature of the school buildings enables the school to operate in three teams: Younger Team (Foundation Stage, Years 1 and 2); Middle Team (Years 3 and 4) and Older Team (Years 5 and 6). Pupils and teachers work in various groups across the years within these teams. There are two headteachers who work on three days each; this arrangement has been in place since September 2002. One of the headteachers was in post at the time of the last inspection in June 2000 which judged the school to be a good school. Standards have risen since then.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

This is an outstanding school in the view of inspectors and of the school itself. Pupils are impressive in the way they mature into responsible and respectful young people with a love of learning and a spirit of enquiry. They are confident, articulate and extremely well prepared for the next stage of education. They achieve extremely well in many areas. These things happen because educational provision is excellent in the teaching, the curriculum, and the guidance pupils receive. The teamwork of and between staff and pupils is quite remarkable and generates a calm enthusiasm. All these positive features are underpinned by excellent leadership and management. The school provides extremely good value for money. Pupils make a good start in the Foundation Stage. They are taught well and are helped extremely effectively to settle into school life because of the welcoming family feel of the whole school. As pupils grow older, they develop also in their capacity to plan their own time and activities and in showing initiative. By the time they leave the school their standards are well above average. Much teaching, but not all, is excellent, and it is never less than good. Staff keep a very close check on pupils' progress but the record keeping systems are not quite as efficient as they might be. Even though the school judges it self as outstanding, there is no complacency. The school knows itself extremely well, is clear about what needs to be improved further, and that high standards, which have risen year on year, need to be maintained. The school's capacity to carry on improving is excellent.

What the school should do to improve further

* Ensure that even more of the teaching is of the excellent quality seen in many lessons* Increase the efficiency with which some pupil records are held and analysed, making use of ICT (information and communication technology) where appropriate, so that staff can more easily keep a check on pupils' progress.

Achievement and standards

Grade: 1

Standards are well above average and pupils achieve extremely well over their whole time at the school. Pupils enter with above average attainment and make good progress in the Foundation Stage. Results in national tests in Year 2, for reading, writing and mathematics, and in Year 6 for English, mathematics and science are significantly higher than average. The school sets suitably challenging targets and meets them, or exceeds them. Pupils with learning difficulties or disabilities achieve as well as their peers. Moreover, the standards reached in other subjects are also extremely high. Pupils can talk confidently and knowledgeably about a wide range of topics. At all stages, high quality writing features in pupils' work in history, science, religious studies and art, for example, because English skills are developed so well and because subjects are so effectively linked. The linkages enhance pupils' achievements and add greatly to their enjoyment of learning in meaningful and relevant contexts. Pupils are able to

express their ideas with increasing confidence as they get older. They have a very good vocabulary because teaching expects them to develop it through discussion and written work. Standards in art are high. Art is highly visible in the school and is developed by and supports work in all other subjects. Standards of display are outstanding and greatly enhance the vibrant interior of the school buildings.

Personal development and well-being

Grade: 1

Pupils' personal development is exceptional. Pupils display a moving blend of confidence and humility. They are extremely well behaved and show tremendous care and courtesy. They work in teams and learn to discuss and collaborate very effectively, taking increasing responsibility and showing greater initiative as they get older. They learn to give and receive help, appreciation and thanks. Through outstanding work in religious education, in assemblies and elsewhere, pupils develop as reflective human beings, with considerable understanding of a range of cultures and beliefs. The staff are extremely good role models for the pupils in all the above respects. Pupils clearly enjoy school greatly. They attend well and are prompt to get on with their work. Older pupils often have to plan their own work schedules. They do so diligently. Pupils have very positive approaches to problem solving because the school encourages them to 'have a go' with confidence. Pupils are very well aware of how to stay safe and healthy and act on the school's advice about these things. From the Foundation Stage, pupils know about the benefits of good food and exercise. They develop well their understanding of how to play their part in the community, through the effective School Council, for example. Pupils acquire extremely well the basic skills of literacy and numeracy, as well as skills in ICT, that will equip them for later life and learning.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. Lesson planning is excellent. Activities are interesting and teachers' have high expectations of work and behaviour. Pupils learn effectively because they are so engaged in the tasks and because they know teachers will only accept completed work that is of the standard each pupil is capable of. Teachers and teaching assistants are very good at both challenging the more able pupils and providing additional support for those who need it. In the Foundation Stage, teaching provides interesting activities that cover thoroughly all of the areas of learning. Throughout the school, the best teaching makes use of highly effective questioning skills to elicit the full extent of pupils' understanding. In some other lessons, still good, the dialogue between teacher and learners is not so sharply focused. In most lessons, pupils are expected to talk to each other about their work. This improves their vocabulary and enables them to be thoroughly clear about their learning. Pupils' work is regularly marked. Pupils find this very helpful in understanding how well they are doing. They enjoy making their own decisions, in some sessions, about what work to

do when. The team structure of the school is highly successful in enabling staff to draw upon each others' ideas, expertise and to share teaching tasks. This is both efficient and contributes greatly to such high quality learning.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum that motivates the pupils and promotes their enjoyment of learning in teams. The curriculum covers a wide range of interesting activities and experiences, which are carefully linked together so that pupils understand the relevance of their work in different subjects. Regular adjustments to the learning activities ensure the curriculum remains engaging, meaningful and matches pupils' needs. Provision for ICT and art are very good and pupils have many opportunities to extend their ICT and art skills through learning in other subjects. All subjects contribute greatly to developing pupils skills in English. Pupils' understanding of how to stay safe and healthy, and how to contribute to the community, is promoted very effectively throughout the curriculum, and especially through personal, social and health education. There is a good range of extra-curricular activities including sports, dance, drama and a modern language club. Music features in many extra-curricular ways, with musicians performing in the dining room, for example, although there is no choir other than for special occasions. These additional activities have a positive impact on pupils' confidence and self-esteem and greatly increase their enjoyment of school.

Care, guidance and support

Grade: 1

Pupils are known extremely well by staff and this results in outstandingly good care, support and guidance. Teaching assistants, alongside teachers, play a vital part in ensuring such high quality provision. Pupils themselves say that they have many people they can turn to for help and value this greatly, as do the parents. All staff make every effort to provide precisely what each child needs to feel happy, secure and able to achieve his or her best. Pupils with learning difficulties or disabilities are cared for extremely well and additional provision made as necessary. There are clearly defined procedures for keeping pupils safe, addressing their medical needs and identifying and supporting those who are vulnerable. Excellent records are made through which a close check can be kept on whether pupils are doing as well as they can. Some records are held in paper form and this is not always as efficient as it might be. Pupils are given targets for work and improvement and are held to account for them. They understand this and respond well, knowing that support will always be provided.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteachers place a high priority on meeting the needs of each pupil through an enjoyable and challenging curriculum. They have established a calm, well-ordered ethos in which staff and pupils can flourish

whilst being adventurous and innovative. The partnership between the school and its parents is excellent, and is another important factor in pupils' high achievement. The headteachers work extremely well together. They have built an excellent staff and deploy it very effectively in teams. Staff enjoy working in the open plan building and the way it enables them to collaborate. The building is extremely well cared for and is an exciting place in which to learn. There is a very clear sense of shared responsibility to ensure that pupils do well and are fully included in activities. Continuing professional development for all members of staff is very well organised and ensures all are up to date and well informed. The evaluation of the school's performance is incisive and promotes highly focused school improvement. Team leaders monitor provision and outcomes rigorously. For example, test results and assessments are analysed, the quality of teaching is regularly checked and reports on the school's work are made to the governing body. The views of parents and pupils are sought and acted upon. Governance is outstanding. Governors steer the work of the school very effectively. They are fully committed to sustaining high standards, and have very good systems to support and challenge the school so they can hold it to account. The school has maintained the many strong features identified at the time of the last inspection and continues to improve both provision and outcomes, as evidenced by rising test results, and the outstanding quality of pupils' work in many subjects. The school is well placed to improve further.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 1 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

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|--|---|----|
| How well do learners achieve? | 1 | NA |
| The standards ¹ reached by learners | 1 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress | 1 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 1 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
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| How effective are leadership and management in raising achievement and supporting all learners? | 1 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 1 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

As you know, Mr Earish and I visited your school recently. Thank you all for being so welcoming, polite and helpful. We were glad to talk to some of you in lessons and in break times. We would also like to thank those members of the School Council who told us about the school. You clearly enjoy being at this outstanding school.

We think these are the best things about your school: * children in the reception class are helped to settle in quickly and make a good start because everyone is so friendly * you make excellent progress in your work and in the way that you grow up to be confident, thoughtful and considerate young people * the wonderful way you, your teachers and helpers work in teams makes you learn exceptionally well * the adults in the school take care of you and guide you extremely well in your learning and in how to be safe and healthy * your two headteachers, with governors and others, lead the school in an outstanding way and they are always thinking of how to make your learning even more interesting.

Here are two main ways in which the school could improve even further: * we saw some excellent teaching in your school and feel there could be even more of it * the school should find an easier way of storing information about what you have learned so that teachers can check on your progress more quickly. Many of your parents told us how pleased they are with the school. We feel that all members of the school are right to be proud of your achievements. We wish you all the very best for the future.