



Coleham Primary School

Inspection Report

Unique Reference Number 123389
LEA Shropshire
Inspection number 281462
Inspection dates 5 October 2005 to 6 October 2005
Reporting inspector Graham Sims RISP

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

Type of school	Primary	School address	Greyfriars Road
School category	Community		Shrewsbury
Age range of pupils	4 to 11		Shropshire SY3 7EN
Gender of pupils	Mixed	Telephone number	01743 362668
Number on roll	383	Fax number	01743 340442
Appropriate authority	The governing body	Chair of governors	Mr Graham Sims
Date of previous inspection	22 November 1999	Headteacher	Mrs Lyn Rathmell

Age group 4 to 11	Inspection dates 5 October 2005 - 6 October 2005	Inspection number 281462
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Coleham is a larger than average primary school. Almost all pupils are from a White British background. Although there is wide variation, most pupils join the school with average standards. The proportion of pupils with learning difficulties or disabilities is close to the national average. The school's staffing situation is very stable, with many long-serving members of staff, and there have been no significant changes in the school since the previous inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Coleham Primary School is a good school and provides good value for money. Pupils achieve well throughout the school because the quality of the teaching is good and pupils respond well and work hard. Standards are average when children start school in reception and are above average by the end of Year 6, although standards in writing are not quite as high as in reading and mathematics. Pupils' personal development is good. Pupils are polite and well behaved. They enjoy coming to school and contribute well to the school and wider community. They have a good understanding of what they need to do to be healthy and stay safe. Within their work, however, they are not given enough opportunity to use their own initiative so that they become truly independent learners.

Teachers and teaching assistants know how well the pupils are doing and provide good support, but do not always involve pupils enough in developing a clear understanding of what they need to do to improve. Sufficient time is given to all subjects of the curriculum and there is a good range of additional activities. Sometimes, however, teachers miss opportunities to develop literacy and numeracy skills across all subjects. Staff know the pupils well and there is a high standard of care.

The headteacher and her deputy, well supported by the governing body, provide good leadership, with all staff making important contributions to the school's development. The school has an accurate and detailed view of its own performance, which coincides well with the views of the inspection team. There has been good improvement since the previous inspection, and the school is in a good position to improve further.

What the school should do to improve further

- Continue to improve the standard of pupils' writing and the way writing skills are applied in subjects other than English.
- Involve pupils more in assessing their own work and help them to gain a better understanding of what they need to do to improve.
- Provide more opportunities for pupils' to exercise their own initiative and to develop better as truly independent learners.
- Make greater use of opportunities to enrich pupils' learning and to consolidate and develop basic skills in all subjects.

Achievement and standards

Grade: 2

Although standards have remained fairly stable for the last few years, they have improved since the previous inspection, and pupils of all capabilities are achieving well. Throughout the school, pupils with learning difficulties make good progress because of the extra support and attention they receive. The school sets itself challenging targets, although it narrowly missed these in 2005. The new accommodation for reception children is having a positive impact on their learning. By the end of the year, children have achieved well, regardless of when they started school, and most have reached the standards expected, with some attaining beyond them.

Although they were somewhat lower in 2005 because of the nature of the group, standards are usually above the national average at the end of Year 2. All pupils achieve well, although standards are slightly better in reading and mathematics than in writing.

It is much the same by the end of Year 6. The continued good progress, however, usually means that standards are more above the average than at the end of Year 2. Standards in writing, though at least satisfactory, do not match those in reading, which are high.

Personal development and well-being

Grade: 2

The school is a happy, harmonious, safe community where pupils behave well. The pupils' spiritual, moral, social and cultural development is good because the school gives high priority to developing each aspect. Pupils are taught right from wrong and how to relate to one another. As a consequence, relationships are very good and pupils show consideration for others in school. Levels of attendance are above average, pupils enjoy school, show good attitudes and are keen to learn, which helps them achieve well. Pupils make a good contribution to the school and the wider community. They are sensitive to the needs of others, and willingly set about raising funds for charities and events. The active school council enables pupils to have good involvement in running the school and has helped develop a sense of responsibility among pupils.

Pupils adopt healthy lifestyles, helped by the high priority given by the school to exercise and the promotion of healthy eating. Pupils' growing confidence in developing literacy and numeracy skills as they move through the school and their ability to work together prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some variation across classes, and is the main reason why pupils achieve well and make good progress. Classes are happy, settled and productive because relationships are very good and teachers know their pupils well. Much of the teaching engages and motivates pupils very well and enables them to make good progress in building basic skills and developing personal interests. Although pupils are expected to work hard on difficult tasks, they are not given enough chances to use their own ideas, find things out for themselves or use their initiative or key skills across all subjects. Less able pupils and those with learning difficulties make good progress because of good quality support from teaching assistants, who work in close consultation with teachers.

Pupils' work is marked carefully, and the best lessons ensure pupils know what they are expected to achieve. This helps the pupils assess and improve their work and make rapid progress. In some lessons, pupils are not given a sufficiently clear idea of what

the teacher will be looking for and so they do not have a clear enough understanding of what they need to do to improve, which slows down their learning.

Curriculum and other activities

Grade: 2

The curriculum is balanced and meets the needs of pupils well. It is organised effectively, enabling the pupils to make good progress, and enjoy what they do. Nevertheless, there are not enough opportunities for pupils to use their own ideas or their key skills across all subjects. The school is aware of this and is exploring ways to do this better. A range of visits and interesting visitors, such as a visitor from France teaching percussion, enrich the curriculum. Many pupils take advantage of the wide range of extra-curricular musical, sporting and creative activities provided. Annual school musical performances, such as 'The Pied Piper', involve older pupils, parents, staff and former pupils, and are appreciated by parents and grandparents. A residential visit for pupils in Year 6 provides opportunities for them to be challenged physically and to achieve success outside the classroom.

Care, guidance and support

Grade: 2

The welfare of pupils is at the heart of the school's work, and inspectors agree with parents and pupils that this is a strength of the school which leads to pupils' good standards of personal development. The school has improved the way it involves pupils in running the school. Pupils' views are carefully gathered, considered and acted upon. For example, some pupils raised concerns about bullying in the school. The school has since taken action and pupils are confident that bullying is now scarce and dealt with effectively. The staff provide very good role models and foster good relationships. Pupils are involved in developing codes of conduct. Child protection arrangements work very well. Pupils are well supported, advised and guided in their personal development.

Leadership and management

Grade: 2

Since the last inspection, the headteacher has provided strong, stable leadership for the school, which has led to improvement in the standards achieved by the pupils. She has also maintained the very good ethos of the school and introduced a range of new initiatives. The appointment of a new deputy headteacher a few years ago added significant strength to the leadership team, and her teaching provides an excellent role model for other staff. Leadership and management responsibilities are delegated effectively and undertaken diligently. Governors have a clear understanding of the school's strengths and areas for development and provide very good support for the headteacher.

The school's evaluation of its own performance is perceptive and accurate and shows a very clear understanding of what it needs to do in order to improve. All staff and

governors are involved in discussing future developments and devising the school's annual development plan, a comprehensive document and a very good tool for managing change. The views of pupils and parents are canvassed separately and influence future developments. With the very good teamwork of the staff and their eagerness to make the school as good as they can, the school's past track record, and the capable leadership of the headteacher and governors, the school is in a good position to improve further.

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Inspection judgements

<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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

Coleham Primary School Greyfriars Road Shrewsbury Shropshire SY3 7EN 9 October 2005 Dear Pupils,

Thank you very much for welcoming us to your school. We really enjoyed the chance to meet you and to talk to you and your teachers.

You are privileged to attend a good school. Your teachers work hard to provide good teaching and a wide range of other activities, and you help to make the school good by responding well to what the school offers you and by behaving well. You told us that you enjoy coming to school and that you particularly enjoy the additional activities, such as trips and after-school clubs. We think these are a very good idea and are pleased you gain so much from them. We are also pleased that you feel the school is a friendly and safe place – we certainly felt it was so – and that the school is helping you to lead healthy lifestyles.

Since the school's last inspection, your headteacher and the staff have worked hard to improve the school and, in recent years, you have helped as well through the suggestions and work of the school council. We found no major areas for improvement, but have suggested a number of things your teachers could do to make the school even better than it is. We have suggested that the school should look at the way it plans lessons to make the teaching in one subject relate more closely to what you are learning in other subjects. We have asked the teachers to help you understand more clearly what you need to do to succeed and how you can improve your work. We would also like them to give you more opportunity to use your own initiative and to try things out for yourselves. These suggestions should also help you to improve the quality of your writing and to remember that it is just as important to write correctly and well in your history, geography or science books as in your English books.

We hope that you continue to enjoy your school and that you will continue to work together with your teachers to make the school an even better place in which to learn skills that will help you in the future.

Yours sincerely,

Mr Graham Sims (Lead Inspector)