



# Colebrook Infant School

## Inspection Report

**Unique Reference Number** 126268  
**LEA** Swindon  
**Inspection number** 282086  
**Inspection dates** 10 November 2005 to 10 November 2005  
**Reporting inspector** John Carnaghan RISP

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

<b>Type of school</b>	Infant	<b>School address</b>	Towcester Road
<b>School category</b>	Community		Swindon
<b>Age range of pupils</b>	4 to 7		Wiltshire SN3 4AS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 331960
<b>Number on roll</b>	114	<b>Fax number</b>	01793 333455
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Carol Kimmens
<b>Date of previous inspection</b>	7 February 2000	<b>Headteacher</b>	Mrs Sue Carvey

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 10 November 2005 - 10 November 2005	<b>Inspection number</b> 282086
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

The school is much smaller than most primary schools. It serves an urban area of Swindon. Children start at the school with average standards. The numbers of pupils with special educational needs is low and entitlement to free school meals is very low. About one in ten pupils are from minority ethnic backgrounds and almost all speak English as their first language.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school that gives children a flying start to their education. The quality of education is good. The school promotes all pupils' achievement well through good teaching and, by the time they leave the school, pupils reach above average standards. Provision in the Reception Year is good and children progress well, reaching or exceeding the expected standards. Attitudes and behaviour are very good and children are enthusiastic about school. Adults at the school provide good care and support in a calm and safe environment. Staff know each child well but aspects of target setting and recording could be improved. Overall, the school gives good value for money. The school has strong links with parents, who speak highly of it. The headteacher is effective in leading a close-knit team of staff and ensures that the school does the best it can for all its pupils. The school believes it provides a good education and the inspectors agree. Staff and governors have identified sensible priorities for the future and work closely together to achieve them. The way the head teacher checks on pupils' classroom learning is sound but too informal, so suggested improvements to teaching are not always fully in place. Nevertheless the school has made good improvement since the previous inspection and is well placed to make further improvement in the future.

### **What the school should do to improve further**

- ensure that pupils have clear individual targets to help them improve their work
- formalise the monitoring of teaching and learning to ensure that it both identifies clear areas for development and checks that the required improvements have taken place

## **Achievement and standards**

### **Grade: 2**

All pupils make good progress so that, by the end of Year 2, standards are above average. Children enter the Foundation Stage with similar skills to those normally found at their age. Good teaching and close emphasis on every child's needs being met ensure that achievement is good and most children start Year 1 with the expected standards, while some exceed them. In Years 1 and 2, teachers promote the basic skills of literacy, numeracy and information and communication technology in all subjects so that progress is good. There is no significant variation in achievement between different groups of pupils, mainly because pupils of all abilities are well supported. In particular, an interesting range of challenging activities is offered to more able learners. The school's national test results have fluctuated a little with variations in the groups of pupils who sat the tests. However, results over recent years have been consistently better than national standards. The school uses assessment information well to set itself challenging test targets, which are usually met or exceeded. The school responds well to areas it regards as of concern. For example, when results in reading tests slipped below those in writing and mathematics, teachers placed more emphasis on reading

in all subjects of the curriculum and standards have started to improve. Assessment information and target setting are less well used at the level of individual pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Parents report that pupils' experience of school is extremely positive. Behaviour in lessons and around the school is very good and learners listen politely and attentively to teachers and to one another. Learners also work well together in teams and groups. They feel that the school is friendly and there are numerous good examples of how they support one another. Pupils attend school very regularly. They enjoy their education, want to come to school and adopt safe practices. They support the staff strongly, have good social skills and show mature attitudes. They are well prepared for further study or work and for their wider role as young citizens. The school council is effective and the children understand how it works. Pupils are encouraged to adopt healthy lifestyles. They are given fruit and vegetables as snacks and take regular exercise. Pupils make a positive contribution to the community, expressing concern about local issues such as the amount of litter in a local stream. Their spiritual, moral, social and cultural development is good. Spiritual development is well promoted through assemblies and links with the local church. Religious education makes a good contribution to pupils' understanding of other cultures and beliefs.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers are well informed, confident and manage their classrooms well. Lessons are very well planned to offer a range of tasks, so that all pupils are kept at full stretch. To help this, teaching assistants offer well judged support and this assistance also ensures that those with learning difficulties or other specific needs can progress as well as their peers. Pupils are keen to work, relate well to their teachers and listen attentively. Well established routines encourage them to settle down to their work without wasting time. The pace of lessons is brisk and pupils work energetically to meet clear deadlines. Pupils enjoy lessons and are encouraged to become independent learners from a young age.

The way the school checks how on how well pupils are doing is satisfactory. Marking is good and consistently reminds pupils how they can improve their work. Pupils' standards are assessed regularly. This ensures that, on a day-to-day basis, teachers build well on what pupils already know and can do, taking account of their individual learning needs. However, targets for pupils are not as clear as they might be and record keeping is not sufficiently systematic to provide detailed information on learners' progress as they move up the school.

## **Curriculum and other activities**

### **Grade: 2**

The school's curriculum is good. Pupils greatly enjoy the way some subjects are taught by combining them in the study of stimulating topics. Some interesting ventures, like successfully competing in a national art and design competition, enliven pupils' experiences. The school places a good emphasis on improving basic skills and on the benefits of working collaboratively. In this way, learners are well prepared for their future life. In the area of enrichment activities children now enjoy a good choice of clubs and societies in areas like sport, music and the arts. Visitors to the school as well as trips out also enhance the curriculum.

## **Care, guidance and support**

### **Grade: 2**

This is a warm, caring and supportive school and this view is shared by parents and carers. Pupils feel very secure, describing teachers and other staff as approachable and keen to help. Child protection procedures are good and any pupils who are vulnerable are quickly identified, carefully monitored and supported well. The well understood routines of school life create an orderly and safe community. Thorough risk assessment ensures that learners and staff work in a safe environment. Bullying is very rare and, should it start, the school is quick to act to remedy the situation. Very good relationships and approachable staff contribute significantly both to pupils' enjoyment of school and their progress. The school gives pupils good guidance on personal and social matters and there are sound opportunities to help pupils understand how they are progressing. Well trained support staff do much to promote good learning for all pupils so that all pupils are included.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher sets the tone for the caring atmosphere of the school, where all pupils are supported so they can achieve well. The headteacher and staff work very well as a team and are committed to school improvement. This has ensured good progress since the last inspection and a continuing good capacity for further improvements. The school analyses national test data well to identify areas for development, such as division skills in numeracy. This information is used to improve standards in many areas. However, a finer analysis of data on pupils' progress is needed to help to identify individual targets for improvement.

The way the school checks how well it is doing is satisfactory. Senior staff monitor teaching regularly but the procedures for feedback are insufficiently formal. The governing body is well led and is committed to the school. Governors know the school's strengths and weaknesses well. However, many are relatively new to their roles and lack the experience to challenge and test the school's leadership. Parents are closely involved in the life of the school and their views are valued and acted upon.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Colebrook Infant School Towcester Road Lower Stratton Swindon Wiltshire SN3 4AS

11 November 2005

Dear Pupils,

Thank you very much for welcoming me when I visited your school. The inspectors really enjoyed talking to you, looking at your work and coming into lessons and assembly.

These are some of the things we liked best:

You learn well and make good progress because teaching is good.

You behave very well and get on very well with all the adults in the school and with one another.

The school cares for you very well and works hard to give you all the help you need to make good progress in your studies.

There are some ways in which the school can get even better:

Your progress would be easier if you had clear targets to help improve on your weaknesses.

Teaching would be better still if the school checked up on lessons more thoroughly.

Once again, thank you for helping us during the inspection.

Best wishes for the future.

John Carnaghan Lead inspector