



Coley Primary School

Inspection Report

Unique Reference Number 109779
Local Authority Reading
Inspection number 288493
Inspection dates 6–7 March 2007
Reporting inspector Beryl Richmond

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

Type of school	Primary	School address	Wolseley Street
School category	Community		Reading
Age range of pupils	3–11		RG1 6AZ
Gender of pupils	Mixed	Telephone number	0118 901 5461
Number on roll (school)	205	Fax number	0118 901 5462
Appropriate authority	The governing body	Chair	Mr Tremaine Callier
		Headteacher	Mrs Natasha Brown
Date of previous school inspection	16 September 2002		

Age group 3–11	Inspection dates 6–7 March 2007	Inspection number 288493
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Coley is an average sized school. Its pupils come from a wide variety of ethnic, social and economic backgrounds. The school is oversubscribed in Reception. The proportion of pupils with learning difficulties and disabilities is above average. An above average proportion of pupils are known to be eligible for free school meals. More than half of the pupils come from minority ethnic backgrounds and of them about one third are learning English as an additional language. An above average number of pupils join and leave the school other than at the normal times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Coley is an improving school whose overall effectiveness is satisfactory. Parents value the education that their children receive. The headteacher has prioritised improving pupils' personal development and well-being and as a result it is now good. As one parent said, 'The reason we wanted our daughter to join the school in the first place is because the pupils were all polite...pupils hold doors open for others, say and;quot;pleaseand;quot; and and;quot;thank youand;quot; and parents can see this behaviour positively reinforced'. Pupils enjoy school, behave well and have good attitudes to their work. They talk confidently about how to keep safe and have a good understanding of how to keep fit and healthy. Pupils contribute well to their own community by, for example, becoming peer mediators, and to the wider community through the many opportunities that the school provides for them.

Achievement is satisfactory overall. There are differences in the rate of progress that children and pupils make in different year groups and variations in standards achieved from year to year. In 2006, by the end of Year 2, standards were below average. Reading and writing standards had improved on previous years but this was not the case in mathematics. Results in Year 6 were above average in English and mathematics. Pupils achieved particularly well in science. Pupils enter the Foundation Stage with skills that are below average. Although the Foundation Stage is satisfactory, children are not getting off to a good enough start in Nursery because they are not developing their language and communication skills quickly enough. Pupils with learning difficulties and disabilities make good progress and pupils with English as an additional language progress well over time.

The school has some good links and partnerships with other organisations and schools to promote pupils' well-being and care, which is good and a strength of the school. Support and guidance are satisfactory. Teaching and learning are satisfactory but the quality of teaching is inconsistent and not enough of it is good. Pupils benefit from a broad and balanced curriculum, which is satisfactory. However, it needs further improvement to make it more creative.

Leadership and management are satisfactory. Some leaders have been fully involved in improving attendance, standards, achievement and behaviour, whilst the monitoring roles of others are not fully developed. The school has established itself at the heart of the community and links with parents have improved well. The school has a satisfactory capacity to improve further.

What the school should do to improve further

- Improve the quality and consistency of teaching and learning.
- Develop the skills of the curriculum co-ordinators in checking on their subjects and areas of responsibility.
- Improve the opportunities for children to develop their communication and language skills in the Nursery.
- Improve standards and achievement in Years 1 and 2, particularly in mathematics.

Achievement and standards

Grade: 3

In 2006, standards improved by the end of Year 6 in national tests and were above average in English and mathematics. However, the school's data, inspection lesson observation and inspection work scrutiny evidence indicate that current standards are not as good. Achievement is satisfactory overall because of variations in the rate of pupils' progress throughout the school and over time. Pupils make better progress in Years 5 and 6.

Progress in the Foundation Stage is satisfactory. By the end of Year 2, standards improved in reading and writing but remain below average, although pupils' achievement is satisfactory. Standards in mathematics are also below average and have not improved in recent years. Mental calculation skills have been identified as the main area for improvement. However, pupils also spend too much time completing worksheets, which limits the opportunities to develop their thinking skills and extend their learning.

Improvements in standards and achievement have been brought about by regular tracking of pupils' progress, identification of underachievement and providing support to help pupils catch up. The school sets challenging targets for improvement. There is no significant variation in the achievement of different groups of pupils.

Personal development and well-being

Grade: 2

Attendance is satisfactory and has improved well due to effective measures taken by the school. Most pupils are happy and enjoy being at school. They know how to keep themselves safe and good use of visiting speakers encourages awareness of safety issues. Pupil's involvement in fundraising and community events and their good basic skills provide good foundations for adult life. Work on improving behaviour has had a positive impact both in lessons and on the playground. Pupils particularly enjoy extra-curricular activities and their new adventure playground. The recently formed school council allows pupils to contribute to the school community but is at an early stage of development. Pupils are given good opportunities to take on areas of responsibility around the school. Pupils' spiritual, moral, social and cultural development is good. School focus weeks are effective in developing tolerance and understanding of different cultures. Pupils say that pupil mediators deal with instances of disagreement effectively. They understand the need to eat healthy foods and the school is currently working towards the new healthy schools award. Many pupils take part in optional sporting activities and they appreciate the opportunity to benefit from the wide range of clubs.

Quality of provision

Teaching and learning

Grade: 3

Some teachers have good subject knowledge and involve all pupils in their learning through the use of small whiteboards and other strategies. Most teaching provides sufficient challenge so that all pupils achieve as well as they possibly can. Teachers are usually enthusiastic so that pupils engage with their learning successfully. Some teachers question pupils well and make good use of their answers to develop pupils' thinking, knowledge and understanding but this is not always the case. Teachers sometimes do not plan for and miss opportunities to develop pupils' speaking and listening skills. The pace of some lessons is too slow and the length of time pupils sit on the carpet is too long and, consequently, they lose concentration. Marking is inconsistent and does not always identify what pupils need to do to improve.

Curriculum and other activities

Grade: 3

Subjects are not linked together well enough to provide an exciting and creative curriculum. Information and communication technology (ICT) resources are good and all staff have undertaken training to improve their skills. A well planned personal, social and health education programme ensures pupils understand the dangers of smoking, drug abuse and have an understanding of sex education at appropriate levels. There are good arrangements in place so that children settle well when starting in the Nursery and Reception classes. Useful links have been made with local secondary schools to enhance learning opportunities for more able pupils. The school successfully addresses the needs of pupils with learning difficulties and disabilities. Curriculum enrichment is good. Clubs are well attended and a homework club is available for pupils who find it difficult to work at home. Frequent visits and visitors enhance pupils' learning.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. As one parent said, 'The school fosters a caring environment, and from what I have seen, the staff are very competent at dealing with a wide variety of skills and behaviour'. There are strengths in the care provided for pupils by all staff and this has a positive impact on pupils' personal development. However, they do not always know their individual targets and consequently are not fully engaged in the learning process. The deputy headteacher checks the progress of all pupils and ensures pupils with learning difficulties and disabilities receive sufficient support to make good progress. The school is successfully involving parents in supporting pupils at home through reading workshops and inviting parents into school to observe learning; it is now developing this further by translating guidance into

different languages. Arrangements for child protection are satisfactory and risk assessments are carried out appropriately.

Leadership and management

Grade: 3

The headteacher prioritises the care and personal development of pupils and effectively shares this vision with the staff. Consequently, behaviour and attendance have improved well and care is good. The school has good systems for tracking pupils' progress and regular checks are made to ensure any pupils falling behind receive the support they need. This has been particularly successful in raising achievement and standards between Years 3 and 6. To help identify areas for improvement the school has satisfactory monitoring and evaluation procedures but there is room for improvement so that all leaders carry out their roles effectively, particularly in the monitoring of teaching and learning. Improvements have been made to the decoration, organisation of the accommodation and the grounds since the last inspection and further improvements are planned.

The views of pupils and parents are gathered regularly. Parents are now more involved in the work of the school and volunteer their help. Governance is satisfactory, in spite of difficulties in recruiting a full complement of governors. A core group of governors know the school well and hold the school to account for its work. They are in a good position to carry out and further develop their roles.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us during the inspection, particularly by talking to us about all the things that go on in your school. We think that your school is satisfactory and improving. You are developing well as young people because your school teaches you well about how to behave, encourages you to speak politely and gives you opportunities to take on responsibility and to work with other people.

Here are some of the things that we liked best about your school.

- You enjoy school because you learn in a happy environment and you play your part by behaving well.
- All the adults in your school make sure that you are safe and well looked after.
- Your headteacher, the school management team and staff have improved the school since the time of the last inspection and have plans for further improvements.
- Your parents are involved in your school and help you with your learning.
- Your school is involved with lots of organisations in the local community.

Here are some of the things that we think can be improved.

- Teaching and learning so that it is all good.
- Involvement of all teachers in checking up on how well pupils are achieving in their subjects.
- The opportunities that Nursery children have to develop their speaking and listening skills.
- The standards Year 2 pupils attain, particularly in mathematics.

We enjoyed our visit to your school and would like to send our best wishes for your future success.

Beryl Richmond

Lead inspector