



# Cold Harbour Church of England School

## Inspection Report

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**Unique Reference Number** 110404  
**Local Authority** Milton Keynes  
**Inspection number** 288660  
**Inspection dates** 7–8 March 2007  
**Reporting inspector** Malcolm Johnstone

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

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<b>Type of school</b>	Primary	<b>School address</b>	Highland Close
<b>School category</b>	Voluntary controlled		Bletchley
<b>Age range of pupils</b>	4–11		Milton Keynes MK3 7PD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01908 270377
<b>Number on roll (school)</b>	291	<b>Fax number</b>	01908 375562
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Peter Small
		<b>Headteacher</b>	Mary Pawley
<b>Date of previous school inspection</b>	10 June 2002		

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## **Introduction**

The inspection was carried out by three Additional Inspectors

## **Description of the school**

The school is larger than most primary schools. Pupils come from a mixture of socio-economic backgrounds with over a half from outside the normal area served by the school. The school reorganised in 2005 from a middle school to a primary school. Pupil mobility is high. There is a small minority of pupils from a variety of minority ethnic backgrounds and a small number is at the early stages of English language acquisition. Attainment on entry is broadly average with a full range of ability present.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The school is providing a satisfactory education with good features. The quality of education is improving following a disruptive period of staff changes and re-organisation. Pupils' personal development is good and they are well cared for in a supportive environment. Within a strong Christian ethos, pupils' spiritual, moral, social and cultural development is developed well. Pupils behave well and have good attitudes to learning. They say that they enjoy learning and this is substantiated by their good attendance. Pupils say they feel safe and have good knowledge of what constitutes a healthy lifestyle. There is a good curriculum with a wide range of enrichment activities including art, music and sport. The large majority of parents support the school and are happy that their children attend.

Standards and achievement are satisfactory overall and show improvement, particularly in English at the end of Year 6 and in reading, writing and mathematics at the end of Year 2 where standards are above average. Children make good progress in the Foundation Stage and reach the expected goals for children of this age. A significant minority exceed these. Achievement is satisfactory between Years 3 and 6 but standards in mathematics are below average and should be higher. The new and more accurate tracking systems have identified where additional support is required and this is beginning to have a positive impact on achievement, particularly for the more able pupils and those who have learning difficulties. They are not, however fully effective since they are not embedded securely in school improvement planning.

Teaching and learning are satisfactory overall and improving as new staff settle in and initiatives to improve the overall quality begin to take effect. Teaching is good in the Foundation Stage where excellent relationships and well-planned activities enable children to thrive and make good progress. At all stages, relationships are good and teachers are committed to meeting the needs of all their pupils. Recent developments to improve classroom assessments are beginning to take effect but are not yet fully effective across all lessons. This means that some activities provided for the pupils are either too easy or too hard.

Leadership and management are satisfactory. Sound self-evaluation procedures are based much more securely and accurately on a good range of data. This has enabled the headteacher and new leadership team to identify the right priorities for development. They are determined to deal with these issues and have good capacity to make the necessary improvements. The school development plan is in need of review in order to provide a sharper focus on how standards, achievement and teaching can be further improved.

### What the school should do to improve further

- Raise standards and improve pupils' achievements in mathematics in Years 3 to 6.
- In all subjects ensure that assessment is used to match work more effectively to pupils' needs.

- Focus school development planning more sharply on agreed priorities to raise achievement and standards.

## **Achievement and standards**

### **Grade: 3**

Children make good progress in the Foundation Stage. In all areas of their learning, most attain the expected goals for children entering Year 1 and a significant minority exceed these. For pupils of all abilities and backgrounds, and for pupils who join the school other than at the normal time of admission, achievement is satisfactory through Years 1 to 6. By the end of Year 2, standards are now above the national average, having improved over the past two years. While there are variations between subjects, overall standards are broadly average at the end of Year 6 and have remained so over the past three years. Standards are above the national average in English, average in science but below average in mathematics. Targets for 2006 were met in English but fell short in mathematics since a few pupils underachieved. Standards are improving in mathematics and pupils are now making better progress. Nonetheless, standards are not as high as in English and science and should be higher. In mathematics and science, there are weaknesses in pupils' abilities to apply what they know in investigative learning. Standards have improved in information and communication technology (ICT) since the previous inspection and are broadly average.

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

### **Grade: 2**

Pupils enjoy school and attendance is good. Most pupils behave well and have positive attitudes to learning. This provides a good foundation for their learning. Spiritual, social, moral and cultural development is promoted well. Pupils have a good understanding of how their actions affect others and respect the beliefs and opinions of others. Pupils are polite and courteous and are keen to talk about their achievements. They willingly take on responsibility as monitors and school councillors. Pupils new to the school say they soon make new friends and as one said, 'everyone looks after everyone else here'. They say that they feel safe and on the rare occasions when bullying occurs say it is dealt with quickly. Pupils have a good knowledge of how to eat healthily and the value of exercise. There are good opportunities to participate in sports and creative activities, although there are not enough opportunities for pupils to work independently or plan their own work. The links with local organisations such as the church and charity fund-raising give pupils a satisfactory understanding of how they might contribute to their community. Pupils' literacy, numeracy and ICT skills prepare them adequately for their future economic wellbeing.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The impact of teaching on pupils' achievements is satisfactory overall. Teaching is improving and good lessons were seen across all year groups. Teaching is consistently good in the Foundation Stage. Teachers talk and discuss with children constantly as they work. They plan a good range of teacher directed and free choice activities using the indoor and outdoor environment. In Years 1 to 6, the more effective teaching has brisk pace, clear learning objectives, good questioning, subject knowledge and good use of classroom computers. At these times, pupils make good progress because they are well motivated and maintain concentration. There are weaknesses, in some of the teaching and learning, particularly when pupils break up into groups to work. Teachers do not use information about pupils' progress well enough. As a result, pupils do not make the progress they are capable of because work is either too easy or too hard. Pupils have had limited opportunities to use and apply their skills in mathematics and science in investigative learning. More opportunities are now being provided but previous gaps in this area of learning are taking time to impact on improving standards and achievement.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum matches pupils' needs effectively, including those with learning difficulties and disabilities. Curricular planning is good and enhances both academic and personal development. Revised planning is establishing better continuity of knowledge and skills than has been the case in previous years. Good links between subjects are being developed well and this adds interest, relevance and excitement to learning. The provision for ICT has shown good improvement since the previous inspection. There is a good range of well-planned activities in the Foundation Stage which make the start of school life exciting and rewarding for the children. Pupils talk confidently about their enjoyment of the curriculum and especially the wide and exciting range of enrichment activities that include sport, residential visits, music and the arts. Music and art have a high priority in the curriculum and result in high standards.

### **Care, guidance and support**

#### **Grade: 2**

A comment from one parent that, '... teachers are very committed and dedicated to the well-being of the pupils' sums up the good pastoral support provided for the pupils. Procedures for child protection and health and safety are good. Arrangements for children entering the Foundation Stage are effective and the school works well with the local secondary schools to ease transfer. Procedures for pupils' academic support through the setting of personal targets have been improved over the past

year but pupils are not yet involved sufficiently in helping set these or measuring their progress towards meeting them. Pupils with learning difficulties and disabilities are given good support. Teachers, support assistants and specialist teachers all provide good support to help these pupils achieve as well as all other pupils.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher is supported well by the new leadership team. A good Foundation Stage has been developed and this provides a secure base from which the school can build. The school has been successful in helping pupils achieve well in their personal development and in providing good pastoral care and guidance. With good support from the local authority, there have been some improvements in teaching, standards and achievement. The actions that have been taken have had a clear impact in English but improvement in mathematics has been slow. Over the past year the school has worked hard to improve assessment systems and the tracking of pupils' progress. This has provided more accurate information to help teachers plan the next stage of learning and pinpoint where additional support is needed. Whilst these initiatives have had some success, they are not embedded securely in the work of the school. The school improvement plan is detailed but does not focus sharply enough on key priorities to raise standards and how this might be achieved. Governors have a good understanding of the school's strengths and weaknesses. Their role in challenging the school and holding it to account for the quality of education it provides is satisfactory and improving.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	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	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 the welcome we received when we came to visit your school. I am writing to tell you what we found out. Your school provides a satisfactory education with some important things that are good and some that could be better. Let us start with the good things because there are more of those. You behave well and were very polite to us around school and in lessons. We know that you want to do your best and this was clear in lessons where you were trying hard with your work. You tell us that you like coming to school and enjoy all the exciting things that happen. You have good opportunities to attend art, music, dance, drama, badminton and football clubs after school. We know that all the adults who work in your school care about you and want you to do your best. It was good to see that you are being taught about how to stay safe and healthy. You know a good deal about healthy foods and the value of exercise.

There is some lovely art work in the school and your singing was really good. We think you have done well with your reading and writing but not so well in mathematics in Years 3 to 6. We have asked the teachers to use what they know about your progress to make sure that all the work you do is neither too easy nor too hard for you. We also think that in mathematics and science you could be given more exciting investigations with you suggesting what these might be and how they might be explored. We have asked the headteacher and all the staff to keep a firm check on these things to make sure that they improve.

With best wishes for the future.

Mr M Johnstone

Lead Inspector