

Colerne CofE Primary School

Inspection report

Unique Reference Number	126316
Local Authority	Wiltshire
Inspection number	293522
Inspection dates	20–21 March 2007
Reporting inspector	Patricia Potheary

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	251
Appropriate authority	The governing body
Chair	David Jennings
Headteacher	Anne Orme
Date of previous school inspection	1 June 2002
School address	Quarry Lane Colerne Chippenham SN14 8DU
Telephone number	01225 742367
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Colerne is an average sized primary school, with pupils from a mix of social backgrounds. Almost all pupils are of White British origin with very few from other ethnic groups. A small minority have a variety of learning difficulties. The school receives over half of its pupils from the local army base; they have usually attended several schools and move on frequently. The school has had two new deputy headteachers in two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Colerne is an effective school where pupils make good strides in their learning, despite the majority joining late. Pupils clearly enjoy school and attendance levels are very high. There is a vibrant and purposeful atmosphere in classrooms and the high quality environment adds to this sense of well-being. When pupils enter the Foundation Stage, they are working at levels expected for their age group, but by the time they leave, standards are above average, which means that their achievement is good. This is due in part to good teaching, but also to good leadership and management. Expectations of what pupils can do are high and there is strong guidance to make sure that pupils reach their goals. This has not been the case in the recent past and as a result pupils' achievements took a dip over a two year period. Due to improvements in assessment, target setting and more focused teaching, achievement has now returned to the previously good level. Although teaching in Years 1 to 6 is good overall, in a few lessons in Years 1 and 2, it does not meet the needs of more able pupils. This means that these pupils do not always reach challenging targets in writing and mathematics, although their progress is satisfactory. Provision for children in the Foundation Stage is satisfactory. They meet expectations in their learning goals but their experiences lack the rigour which leads to the higher standards in the rest of the school. Most parents are pleased with the way their children progress, typically commenting, 'My children are incredibly happy, enthusiastic and proud of their school.' Good links with other organisations lead to a wide range of activities, which bring learning to life for pupils. Pupils' good personal development and well-being result from effective care, guidance and support, together with a good curriculum. Consequently pupils become mature, confident young people, who work well in teams and are well prepared for their future. Pupils make an excellent contribution to the school and wider community. They are particularly impressive in the way they use their initiative to make the school a better place and to help local people. Self-evaluation is good overall. The systems for regularly assessing and monitoring how well pupils are doing and for setting challenging targets are robust. These are leading to better learning and achievement in lessons. However, the complicated way in which the information about pupils' progress is presented limits the ability of the school to be clear about the priorities for further improvement.

What the school should do to improve further

- Improve the quality of learning in the Foundation Stage so that it is as good as that for older pupils.
- Improve the progress of the more able pupils in Years 1 and 2 so that more of them meet challenging targets in writing and mathematics.
- Simplify the way the information on pupils' progress is presented so that the school can see, at a glance, where further improvements are needed

Achievement and standards

Grade: 2

Pupils achieve well because individual targets are shared with them and teachers have high expectations. The progress made in the Foundation Stage is satisfactory and when children enter Year 1 they are attaining average standards. In Years 1 to 6, progress is good overall. Pupils' enthusiasm to do their best, and thorough planning by teachers, mean that standards in English, mathematics, science and information and communication technology (ICT) are usually above average. However, there was a dip in 2005 and 2006 when standards overall

dropped to average levels. This was largely because of weaknesses in assessment and target setting, which have now been addressed. The turn around in standards has been rapid and they have returned to above average levels over this academic year. Pupils with learning difficulties and those who join the school late achieve well and make good progress, especially in reading. For several more-able pupils in Years 1 and 2, progress in writing and mathematics is satisfactory rather than good. This is because, in a few lessons, despite improved target setting, the work is still not sufficiently challenging to ensure that all reach the higher levels.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and they show considerable interest in learning about other cultures and faiths. They behave well wherever they are, as evidenced by the very low levels of bullying and their good understanding of how to keep safe. Pupils' outstanding contribution to the school and local community has led, for example, to a 'friendship stop' in the playground. Very successful involvement with the local elderly community has included raising considerable funds for the 'lunchtime club'. This typifies pupils' active care for others. School council members feel that they are 'responsible for making the school healthy' and actively encourage others, including staff, to recycle materials and eat healthy food. Pupils have a good understanding of how to keep healthy and take regular exercise. However, some do not bring particularly healthy food at lunchtime despite the fact that the school makes every effort to encourage this. Pupils' good personal and basic skills mean that they are well prepared for future success.

Quality of provision

Teaching and learning

Grade: 2

In most lessons pupils show a remarkable keenness to do well. They listen intently and work together exceptionally well. This is because the great majority of lessons are well planned to make sure that each pupil makes good progress in relation to his or her starting points. All lessons are typified by high quality relationships between teachers and pupils and good behaviour. The work of teaching assistants contributes substantially to the good learning taking place, whether it is supporting groups and individuals or teaching whole classes. Teaching is consistently good for pupils in Years 3 to 6 and in ICT and English. For children in the Foundation Stage, teaching is satisfactory, although planned activities do not stimulate new learning often enough to accelerate progress further. In Years 1 and 2, although teaching is good overall, a few lessons lack the pace and challenge to keep more-able pupils motivated and then their progress slows.

Curriculum and other activities

Grade: 2

The good curriculum supports pupils' strong personal and academic development. It is well planned to build learning systematically from year to year. The curriculum is well organised to successfully boost the basic skills of the pupils who join the school late. The Foundation Stage curriculum is satisfactory, with an appropriate range of activities for all areas of learning. However, not enough use is made of the outdoor area to extend children's learning experiences. Good links with the community, especially the army base, support a rich range of activities and

visits to make learning interesting and widen pupils' horizons. Pupils are very enthusiastic about their residential visits, which help them to become more confident and independent.

Care, guidance and support

Grade: 2

There are robust systems to safeguard pupils and they include protecting them well from bullying. To quote one pupil, 'There's as much chance of bullying in this school as there is of finding a chocolate biscuit!' Support for individual pupils, based partly upon good links with other agencies, is strong, particularly for those with learning difficulties. There are good assessment systems to help pupils reach high standards. For example, each pupil has aspirational targets set in English, mathematics, science and ICT and their progress towards these is monitored several times a year. In almost all lessons pupils know these targets and what they can do to achieve them. This is why standards and achievement have improved significantly this year. For some of the more able pupils in Years 1 and 2 and for those in the Foundation Stage, these targets are not used effectively when planning lessons and so progress for these groups is satisfactory rather than good. Arrangements for pupils entering and leaving the school are very successful in supporting good learning in such a transient population.

Leadership and management

Grade: 2

Effective actions by senior leaders have ensured that the majority of pupils now make good progress in their personal and academic skills. There has been some very good recent direction to improve a situation where weaknesses in management led to a decline in standards. Senior leaders acted swiftly to address the issues, and pupils' achievements have improved and standards have risen again. The capacity to continue improving is good. Self-evaluation is accurate and has led to continuous improvements since the last inspection. Parents and pupils are involved well. There is a strong system for collecting regular and detailed information on pupils' progress, although the way this information is presented is too complex. This makes it difficult for staff and governors to be clear about where the priorities for further improvement lie. Governance is satisfactory. Governors bring many good quality skills and strong commitment to the role, but most of them are new and they are still developing their crucial role in holding the school to account. Most parents are pleased with all aspects of the school but a small minority feel that their views are not considered sufficiently well. The school has worked hard to improve parents' experiences in this regard and the most recent annual survey shows a substantial increase in parental satisfaction.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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	1
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	1
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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming to us when we visited your school. We enjoyed meeting you very much, joining you for lunch and seeing some of your lessons. We found your school to be successful, well run and caring. It is a good school, just like you told us. It helps all of you to make good progress in your lessons, and in your social and personal skills. Your headteacher and senior staff do a good job in seeing that you all do well. We would like them to help those of you in the youngest class to make more progress. We have also asked them to make sure that those of you in Years 1 and 2 who are quick to learn do a bit better with your writing and mathematics. You are very responsible, hard-working and well behaved. Your teachers and teaching assistants are skilled at helping you to do your best and teach you well. The way you work so well together is very good and you clearly enjoy coming to school. We think that this, alongside your good skills in reading, writing, ICT and mathematics, will stand you in very good stead for your next school and future lives. We were also pleased to see that you attend school regularly, take plenty of exercise and know how to eat healthily, although some of you could try to avoid things like crisps with your lunches. Your teachers see to it that you have a good range of subjects and activities to help you learn well. The school is very good at keeping you safe and at helping you to become mature well-rounded people. It also cares for and guides you well to do your best. We would like your school to present clearer information about your progress to staff and governors so that they can easily see what needs to be improved. We are impressed with the excellent way you contribute to the school and the local community, especially the mature way that you take responsibility. We wish you all the very best in the future.