

# Colton Primary School

## Inspection report

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<b>Unique Reference Number</b>	107929
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	309540
<b>Inspection dates</b>	5–6 June 2008
<b>Reporting inspector</b>	Clive Petts

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marie Whyke
<b>Headteacher</b>	Mrs Andy Syers
<b>Date of previous school inspection</b>	1 March 2004
<b>School address</b>	School Lane Colton Leeds West Yorkshire LS15 9AL
<b>Telephone number</b>	0113 264 7514
<b>Fax number</b>	0113 264 7514

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Colton is an average size primary school on the eastern outskirts of Leeds. Nearly all pupils are from a White British background with none at an early stage of speaking English. Pupils come from a wide range of backgrounds. Few pupils are eligible for free school meals. A well below average proportion of pupils has learning difficulties and/or disabilities. No pupil has a statement of special educational need. The school has received the Activemark Gold, Artsmark Silver, Inclusion Charter Mark and the Stephen Lawrence Level Two award in recent years. The Colton Kids Club, run by the school, is established on site but was not inspected.

## 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 with many outstanding features. The senior leaders provide a clear vision and direction for improvement. Consistently high standards reached by pupils at the end of Year 6 result from the dedication and hard work of the staff, effectively supported by governors. An extremely caring and supportive school community underpins pupils' outstanding personal development. The school's commitment to the needs of local families is reflected in the range of activities before and after school. Parents are pleased with what the school has to offer and the progress their children make.

The headteacher, supported ably by staff, is determined to improve all aspects of pupils' academic achievement. As a result of setting challenging targets standards are consistently high by the end of Year 6. This same robust approach is now being applied in Years 1 and 2 where standards have not been as consistent in recent years and were broadly average in 2007. From starting points that are typical for their age children achieve well in Nursery and Reception. By the end of Year 2, overall achievement is satisfactory. Whilst standards are improving in reading and writing, too few pupils are reaching the higher standards expected for their age. The pupils' improved rate of progress in reading and writing is the result of teachers more closely matching tasks to their needs and interests. Achievement is good by the end of Year 6 and stems from good quality teaching. Standards in the current Year 6 remain high, as in previous years, with mathematical skills exceptionally high. Strategies and initiatives adopted to boost standards in English further, to match those in mathematics, are having a positive impact.

Pupils are very happy and display a great deal of enthusiasm for all that the school does. This is reflected in their excellent attendance. Behaviour and relationships in lessons are outstanding and pupils adopt very safe attitudes in and around school, for example, when using the adventure play equipment. A wide range of celebration events, first-hand contact with visitors and visits, including residential trips, give pupils a firm understanding of themselves and their place in the wider world. Pupils' high standard of academic and personal skills, by the end of Year 6, prepare them extremely well for their responsibilities and experiences in a diverse society.

The outstanding curriculum helps pupils of all abilities enjoy their work and achieve well in many subjects. Experience of other cultures and beliefs helps pupils develop respect and tolerance for difference. Where necessary the curriculum is effectively adapted to provide a closer match to pupils' specific individual needs to make certain all do as well as they can. The successful use of personal learning logs gives pupils opportunities to spend time extending their talents and build on their own interests. Care, guidance and support are excellent and are underpinned by an extremely strong family atmosphere. This includes high quality support for pupils with learning difficulties and/or disabilities to ensure they make at least good progress.

Leadership and management are good. Recent appointments have strengthened the senior leadership. This hard working dedicated team recognise that their skills can be further refined in order to help the school realise its high aspirations. Governors play a full part bringing strong support and expertise to school development. There has been good progress since the last inspection and the school has a good capacity to continue to move forward. The school provides good value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children start school with skills and knowledge typical for their age. They settle in quickly and enjoy their learning. Children make good progress and standards at the end of Reception are above those expected for their age. Parents appreciate the value of the close relationships with staff which they recognise gives their children valuable early confidence. It is typical of parents to appreciate the well-managed transition from home to school, which is, 'smooth and easy'. Close attention to the welfare of each child reflects the commitment to high standards of care and security. Every effort is made to ensure activities are interesting and enjoyable. There is a good balance between adult led activities and those that children choose for themselves. Adults encourage and support learning well with good emphasis placed on developing their listening skills, which are weak for some children. On occasions, opportunities for children to learn independently are not always purposeful enough or children leave an activity and spend too much time deciding what to do next. This is particularly the case in outdoor learning. Staff set high expectations of learning and behaviour. Thorough assessment, using recorded observations of the progress that children make, helps staff plan what to do next. The Foundation Stage is well led and managed.

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

- Improve standards and raise pupils' achievement in reading and writing in Years 1 and 2, particularly for the more able.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well to reach consistently high standards by Year 6. However, in Years 1 and 2, progress is satisfactory. In 2007 standards at the end of Year 2 were broadly average and too few pupils reached the higher levels expected for their age. Evidence from the school's data and pupils' work shows that progress is picking up and standards are improving. In Years 3 to 6 pupils make good progress because teachers set challenging targets to extend their skills. In the 2007 tests, standards at the end of Year 6 were high in English and science and exceptionally high in mathematics. Inspection evidence demonstrates that pupils in the current Year 6 continue this trend of high standards with further improvements in writing. Those pupils who find learning difficult or who speak English as an additional language are well supported and benefit from effective intervention. Clear targets are set for them, which helps them make good and sometimes better progress.

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

### **Grade: 1**

Personal development, including pupils' spiritual, moral, social and cultural development, is outstanding. As a consequence, this is a very happy school where pupils really enjoy their learning and show a respect for each other and the staff. Their high levels of maturity are demonstrated in their excellent manners, their considerate attitudes and desire to do well. This is reflected in the high standards they achieve. Even when work is especially challenging they are never afraid to have a go. They thrive on the praise the staff give them and their enthusiasm for school is reflected in their excellent attendance. Pupils feel safe and know how to look after themselves. They realise the value and benefits of a balanced diet and regular exercise. Pupils

take on responsibility confidently and make excellent contributions to the school and wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching in most lessons, work that is usually well planned to meet individual needs and pupils' enthusiasm to succeed, help pupils make good progress. Staff place strong emphasis on ensuring pupils enjoy work and have the confidence to succeed. This results in excellent relationships and a strong commitment to learning. Where learning is at its best, teachers make it clear to pupils what they will learn in a lesson, giving added purpose to their work. Lively approaches, characterised by a variety of activities with appropriate challenge and pace, promote learning well. Occasionally tasks are not challenging enough, especially for the more able pupils in Years 1 and 2, and the pace of learning slows. This is evident in the teaching of literacy skills across the curriculum. However, school action is successfully strengthening teaching, though it is yet to have full impact on achievement. Teaching assistants make an effective contribution to pupils' learning when working in small groups or supporting individuals. The school has thorough procedures to check progress and the more in depth analysis of data is ensuring that there is greater consistency in the challenge presented to pupils.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is broad and interesting, meeting the needs of pupils very successfully. It provides effective, well targeted support for those who find learning difficult. An excellent programme of personal, social and health education makes a highly effective contribution to the pupils' personal development. The emotional well-being of pupils, including the vulnerable, is particularly successfully addressed through imaginative and vibrant approaches to learning. Excellent provision is made for numeracy and information and communication technology. Recent measures to raise standards in literacy are having a positive impact, for example, the recent creative literacy project in Years 1 and 2. An excellent range of activities outside lessons, taking full advantage of the excellent local community partnerships, enriches the curriculum and is much valued and appreciated by pupils. For example, a wide range of sporting activities, making effective use of local clubs, is provided, despite the limitations of a small hall and restricted outdoor play areas.

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

#### **Grade: 1**

The school provides outstanding care, guidance and support for pupils and their families. This successfully contributes to the pupils' high standards and outstanding personal development. On the very rare occasions when pupils exhibit inappropriate behaviour it is managed effectively by staff and swiftly resolved. Vulnerable pupils are quickly identified because staff know their individual needs extremely well. Highly successful work with outside agencies and the Colton Kids Club add to the high quality of care and support to ensure that all pupils progress equally well. Procedures for safeguarding pupils are in place and meet current requirements. The high level of attendance is celebrated and every effort made to sustain this level through rewards, a breakfast club and after-school provision. There is a very good system in place to track pupils'

progress and help staff identify those pupils who may need help or further challenge. The information gained is used with increasing effectiveness to guide pupils and maintain a firm focus on achievement in all lessons.

## **Leadership and management**

### **Grade: 2**

The headteacher provides strong purposeful leadership. There is a shared sense of purpose within the school to ensure pupils receive a high level of care, are happy, enjoy school life and achieve well. Recent appointments are adding to the strength of the leadership team. Senior leaders recognise that evaluation has not always been sharply focused enough on the impact of initiatives to boost pupils' achievement. As a consequence, analysis of practice is becoming more rigorous and challenging targets set for pupils. Staff are developing more imaginative approaches, incorporating themes and first hand experiences, to raise achievement. Inconsistencies in the focus on achievement throughout the school are being addressed successfully. The school's own evaluation of what it does well accurately identifies strengths and areas for improvement. The school development plan includes appropriate priorities but does not always detail clear and concise goals to guide the actions to be taken to bring about improvement. A strong team of governors know the school well and is totally involved in moving the school forward. Governors have a clear view of strengths and what needs to be done. They are not afraid to ask challenging questions of the leadership team.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	1
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

### 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?	1
How well are learners cared for, guided and supported?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
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

Inspection of Colton Primary School, Leeds, LS15 9AL

We really enjoyed our visit and appreciated your friendly and lively welcome. The happy family atmosphere and your keenness to work hard in lessons impressed us. We really enjoyed talking to the members of the school council, seeing you enjoy your Green Day assembly and playing with your friends at playtime. You go to a good school and there are many things which are outstanding.

These are some of the things the school does well:

- you make good progress because your school makes learning interesting and gives you help and support when you need it. By the time you leave to go to secondary school you reach high standards, especially in mathematics
- your behaviour and attendance are excellent and your exemplary relationships with staff help you with your learning
- your school leaders are determined to continue to improve your school and make sure that you all enjoy your work and make good progress
- staff care and look after you exceptionally well
- the children in the Foundation Stage do well and make good progress.

I have asked your school to improve your education further for you by making sure you improve your reading and writing skills when you are in Years 1 and 2.

You all have an important part to play by continuing to raise the quality of your work. You can help by continuing to listen very carefully to the advice of your teachers, thinking carefully about what you are doing and by working as hard as you can. This will help you produce even better work.

Thank you for helping us with this inspection. We hope the school will continue to build on its many strengths.