

# Coleshill Church of England Infant School

## Inspection report

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<b>Unique Reference Number</b>	110426
<b>Local Authority</b>	Buckinghamshire
<b>Inspection number</b>	310297
<b>Inspection date</b>	13 December 2007
<b>Reporting inspector</b>	John Earish

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>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs R Valentine
<b>Headteacher</b>	Mrs J Earp
<b>Date of previous school inspection</b>	19 May 2003
<b>School address</b>	Coleshill Amersham HP7 0LQ
<b>Telephone number</b>	01494 727 206
<b>Fax number</b>	01494 727 206

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## Introduction

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school. The inspector looked particularly at the children's progress and standards as they move through the school, as well as the impact of initiatives taken by school leaders to raise standards and the quality of provision. The inspector met with staff, governors and pupils. Parts of some lessons were observed, parents' questionnaires and a sample of pupils' work were examined and school information, including self-evaluation, was scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

This very small infant school is situated in an attractive, rural commuter village near Amersham. About a quarter of the pupils live in the catchment area, with the remainder coming from much further afield. Most pupils are of White British heritage with a very small number from different minority ethnic groups. The proportion of pupils with learning difficulties is well below that found nationally. The school was awarded the 'Active and Sportsmark' in 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school in all respects. On crossing the threshold of Coleshill, one is instantly struck by the exciting and vibrant learning environment where each child is made to feel very special. Throughout the school, there is a determined and persistent focus on raising pupils' achievement among all members of the staff team. The parents are overwhelmingly positive on all aspects of the school's provision. One summed up the views of a great many in saying, 'This is a wonderful school led by a fantastic headteacher and team of staff...and I challenge you to find fault!'

Of greatest significance is the combination of high quality teaching, leadership and care, pupils' eagerness to learn and the support given by their parents. When children start school, their skills and abilities are above those expected of four year olds. From their very good start in the Foundation Stage, they make rapid progress and attain high standards in the national tests in Year 2. Their very good key skills in literacy, numeracy and information and communication technology prepare them exceedingly well for later life and learning. Parents recognise this and describe how their children 'learn in a warm, friendly environment' and 'develop to their best potential'.

All groups of pupils achieve extremely well because the teaching is of outstanding quality. Relationships are exemplary and, as a result, pupils work hard and learn at a very good rate. Learning objectives are very clear and build on what has gone before, taking very good account of pupils' differing needs. Learning is particularly effective because teachers give pupils very good opportunities to learn independently and use their initiative. This very effective provision has earned the school the Challenge Award for Excellence in whole-school provision for gifted and talented pupils. Pupils are very clear about what they are to learn and settle quickly to individual and cooperative tasks as the occasion demands.

However, success in national tests has not been achieved at the expense of the wider curriculum. Parents describe how the school is a 'hub of learning, enjoyment and experience' and 'the curriculum is broad and varied'. Pupils talk enthusiastically about all the many exciting things they do and learn at school and beyond. As one six year old explained, 'We recently visited the busy trading room of an Amersham finance company. We were learning about exchanging money. They gave each of us five Euros and we had to guess how much it would be worth in Sterling on Friday afternoon. This was a really good way to find out how money works'. These imaginative links between subjects make learning practical, relevant, challenging and exciting.

Personal development is excellent because the care, support and guidance provided by the school are outstanding. Adults are highly effective at tracking and supporting the pupils' personal and academic progress so they can achieve well. Pupils behave exceptionally well and develop an excellent awareness of and commitment to personal safety and healthy, active lifestyles. Pupils treat each other with respect and willingly respond to opportunities to accept responsibility. As a result, they feel happy and secure and become confident, independent learners.

Outstanding leadership and management ensure rigorous and accurate evaluation of every aspect of the school's performance leading to considered and effective action. Teamwork is very strong with consultation, collaboration and partnership as watchwords that cement the very strong bonds between all members of the school community. Teachers, pupils, parents and governors all share a common sense of purpose and direction. Links with a wide range of

agencies ensure the best possible support to promote pupils' academic and personal well-being. It is this drive for further development through well-targeted actions, on top of an exemplary record of accomplishments, which demonstrates the school's outstanding capacity to continue improving.

The school has no significant weaknesses and the leaders have outlined the areas it intends to develop in its improvement plan. Amongst these priorities, the school is exploring ways of developing pupils' skills at using video and digital imaging to make learning across the curriculum even more exciting and challenging. They are very well placed to achieve this aim.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children get off to an excellent start the Reception class. One parent describes it as having 'a unique atmosphere for these very young children...which is homely but disciplined'. Reception, like the rest of the school, is a busy hive of purposeful activity and children's social development is particularly impressive as they learn to play and work together. Parents especially value this. One described how her 'previously unhappy toddler is now confident, so happy, sociable...and his behaviour at home is dramatically different...for the better.' By the end of the Reception year, almost all attain and the vast majority exceed the early learning goals expected for their age. Children do well because they benefit from excellent teaching and support.

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

- Improve the pupils' skills at using video and digital imaging to enhance their learning across the curriculum by completing plans already underway.

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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?	1
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	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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?	1
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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

20 December 2007

Dear Pupils

Inspection of Coleshill Church of England Infant School, Amersham, HP7 0LQ

Thank you for being so welcoming and helpful when I came to inspect your school. I was very impressed with your friendliness and your sensible and helpful attitudes towards each other.

Many of you, and your parents, told me how much you enjoy school and that you feel you are doing well. I agree. I think your school is outstanding and here are some of the many reasons why.

- Children in the Reception class settle in quickly and make a very good start because everyone is so friendly and helpful. They enjoy the many interesting and challenging activities that are organised for them.
- You make excellent progress in your work because you are thoughtful and work very hard in lessons. You help and support each other in all that you do.
- You are able to learn in a very friendly and caring school. Your behaviour is excellent and you get on very well with each other.
- You listen very carefully to what your teachers have to say and try very hard in your lessons.
- Your teachers spend a lot of time looking at what you have done in class and working out how to help you to make your work even better.

One of the hardest jobs when a school is outstanding is to make sure that it keeps on doing well. I know that you will want to help your teachers achieve this by doing your best at all times. Your teachers want your school to get even better and you will know that they want you to use the video and digital cameras even more than you already do. This is really exciting and I am pleased that your teachers are going to find even more ways of helping you to use them in lots of subjects.

I am sure that you are ready for this challenge! I know that you will continue to work hard and I am sure that you will help your teachers to make your school even better.

Yours sincerely,

John Earish

Lead Inspector