

Colville Primary School

Inspection report

Unique Reference Number	110665
Local Authority	Cambridgeshire
Inspection number	310380
Inspection dates	14–15 May 2008
Reporting inspector	Sheelagh Barnes

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	216
Appropriate authority	The governing body
Chair	Mrs Wendy Hart
Headteacher	Mr Andrew Hastings
Date of previous school inspection	17 November 2003
School address	Colville Road Cherry Hinton Cambridge Cambridgeshire CB1 9EJ
Telephone number	01223 576246
Fax number	01223 516698

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school. While most pupils are from White British backgrounds, one in three come from ethnic minority groups. A higher proportion of pupils than nationally speak English as an additional language. More pupils than usual are identified as needing extra support with learning. The number of pupils with a statement of special educational need is very high, compared to nationally. The school has recently been designated as one having specialised provision for pupils who need extra support in speech and language. Attainment on entry to the Nursery is below nationally expected standards. Many pupils join or leave the school other than at the usual times. Many who attend the Nursery go on to other schools, and many others join the school at Reception. Year groups and class sizes vary considerably. The headteacher was appointed just over a year ago, having been acting headteacher previously. A significant proportion of teachers are relatively new to the school, some of whom are newly qualified. As a result, some coordinators are new to their role. The school holds the Sports Activemark and Healthy School accreditation.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Colville School provides a good quality of education and standards are rising rapidly. Pupils enjoy school and are keen to attend. Personal development is good and pupils in all year groups behave well and are happy. Parents are supportive of the school and very impressed with recent changes. One said, 'I wouldn't want my child to be anywhere else.' Another commented, 'The new headteacher has made a lot of good improvements, which really make a difference.' Care is good. The school makes good provision for pupils to learn how to maintain a healthy lifestyle and stay safe. Children in the Nursery and Reception classes settle quickly into school because of the well established routines and well informed staff. Across the school, provision is good for pupils who need extra support with their learning and for those at an early stage in learning English. Consequently, all make good progress towards their targets.

Pupils achieve well. Standards in the national tests in recent years have been below average in reading, writing and mathematics at the end of Year 2, but have risen to be broadly average at the end of Year 6. However, progress of year groups in the recent past has varied from good to inadequate. A concerted effort to improve the quality of teaching and learning has led to improvement, and it is now good. New and enthusiastic teachers and experienced members of staff work together effectively as a whole-school team. New teaching strategies are effective and well coordinated support, such as that for reading, is having a positive impact. Recent initiatives have contributed well to pupils' good achievement in reading, science and mathematics. Currently, Years 2 and 6 are in line to attain average national test results in all core subjects. Progress in writing is satisfactory, therefore the school has correctly identified this as a priority for improvement.

Marking is regular and positive in tone. It celebrates achievement but does not always help pupils to know what to do to correct their written errors in subjects other than English. School policy requires lesson learning objectives and targets for individual improvement to be fully explained to pupils. However, practice is inconsistent. The curriculum is good and there is a wide range of extra-curricular activities, particularly for pupils in Years 3 to 6. Resources are used well and finances managed efficiently to provide good value for money. The school has identified the need to develop the newly appointed subject coordinators' monitoring skills and refine tracking systems to consolidate the good progress that pupils are making. Good, determined leadership and management, accurately evaluates school performance and the high morale of staff and governors are ensuring rapid improvement and good capacity for continued improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children settle quickly into the Nursery and Reception classes because of good induction procedures. Teachers and support staff establish routines effectively. As a result, children know what is expected of them and quickly learn to take part in whole-school activities, such as assembly. Progress is satisfactory overall because teaching is satisfactory. Pupils' personal development is good. They learn to work with others and to be part of school and class communities. Progress is good in learning the ways different sounds are represented by letters, as is the teaching of speaking and reading. However, there are few opportunities for children to learn to take decisions. The school has now identified the need to develop the curriculum for structured play and a more rigorous tracking of progress through the Foundation Stage.

What the school should do to improve further

- Raise standards in writing across all subjects.
- Refine the monitoring and tracking systems and improve skills of subject coordinators to ensure that progress is consistent.
- Help pupils to know their targets for improvement and how to achieve them.

Achievement and standards

Grade: 2

Overall, children in the Nursery and Reception classes make satisfactory gains in their learning. They make good progress in early reading skills. By the end of Years 2 and 6, standards are broadly average. This represents good progress and achievement given pupils' low standards on entry. Their sound start is built upon well through Years 1 to 6, where achievement is currently good overall. It is particularly good in reading, mathematics and science, where standards have improved significantly recently because of several initiatives and the strong emphasis placed upon these subjects. Achievement in writing is satisfactory and correctly identified by the school as its next priority for improvement. Pupils who need extra help with learning, or are at an early stage in learning English are supported effectively. This enables them to achieve challenging targets in line with their abilities.

Personal development and well-being

Grade: 2

Pupils are outgoing, friendly and behave very well. Pupils enjoy their education and talk enthusiastically about all aspects of school life. They have a good sense of their own and others' welfare. An effective buddy system ensures that pupils do not feel excluded in the playground. Spiritual, moral, social and cultural development are good. Pupils know and understand how to adopt a healthy lifestyle and take part with great enthusiasm in the range of physical activities available. They feel safe and know who to talk to if they have any concerns. Attendance is satisfactory. The school is trying to improve the opportunities for pupils to take initiative and responsibility for their own learning but, as yet, these are limited. Pupils are satisfactorily prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Good teaching enables pupils to learn successfully. Almost all lessons from Year 1 onwards are at least well taught. On occasion, teaching is excellent. Relationships are good. Teachers expect pupils to behave well and they do so. They work well together and are happy in their work. They listen carefully, join in enthusiastically and concentrate well. Teachers make good use of a range of teaching aids, such as interactive whiteboards and trips and visits, to make lessons interesting, exciting and memorable. Teachers and assistants work together effectively. Support staff are well informed and make a good contribution to the progress that all pupils make. This is particularly the case in reading, where there has been a recent whole-school focus. Marking is regular and encouraging, but marking in subjects other than English does not always tell pupils how they can improve their writing.

Curriculum and other activities

Grade: 2

The school has improved key areas of the curriculum since the last inspection, particularly reading and mathematics. The curriculum provides good opportunities for pupils to learn how to stay safe and healthy. A good range of visits and visitors enrich pupils' learning. A good variety of extra-curricular activities and good links with local sports clubs extend pupils' learning opportunities and promote their personal development and well-being. Many of these activities, however, are predominately for the older children. Recent initiatives enable teachers to plan the curriculum more effectively together. Leaders have identified the need to continue to strengthen links between subjects to promote creative and critical thinking.

Care, guidance and support

Grade: 2

The staff know pupils well and are very caring. These are among the many things that parents appreciate. The school has very effective speech and language provision. In conjunction with external agencies, careful assessment of pupils who need extra support is made early on. Provision for pupils who are at an early stage in learning English is good. Pupils who need additional learning support have detailed individual educational plans that are regularly reviewed to ensure that provision is always well directed. Good procedures are in place for safeguarding pupils, for child protection and for ensuring pupils' safety in school. Assessment is regular and systems for tracking the progress of each individual pupil are in place. Targets for the next steps in learning are set based on prior attainment, and shared with pupils. However, pupils are not consistently involved enough in the process.

Leadership and management

Grade: 2

Good leadership and management have resulted in significant improvements in achievement and standards. The headteacher has a clear understanding of the strengths of the school and what needs to be done to improve it further. He shares this information effectively. Governors are knowledgeable, supportive and visit regularly. They are confident to interpret data and challenge managers vigorously. A strong leadership team has been effectively forged and ensures that all pupils and groups are provided for equally well. However, coordinators who are new to their posts are still developing their skills in monitoring and evaluating standards to ensure further improvement in what pupils achieve.

The systems the school has put in place to ensure that all pupils are doing as well as they can are effective, but do not easily allow leaders and managers to spot trends in performance. The school correctly identifies this as an area for further development.

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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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

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 leaders and managers use challenging targets to raise standards	2
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

16 May 2008

Dear Pupils,

Inspection of Colville Primary School, Colville Road, CB1 9EJ

We would like to thank you for the polite and friendly way you treated us when we visited your school. It was helpful for us to hear your views and to see you working and playing together. I am writing to tell you what we found out about your school. Here are the best things.

- You enjoy school and the activities your teachers give you.
- You have very good opportunities to go on trips and visits, which help you to learn.
- You behave well and get on with each other.
- You are well taught and make good progress in what you learn.
- You make very good progress in reading because of the good support your teachers, parents and other adults give you.
- Your school takes good care of you and makes sure you learn to stay safe and healthy.
- Your headteacher knows a lot about every one of you and what to do to make your school even better.

There are some things we have asked the teachers to do to improve your school.

- To help you write well in all subjects, and not only in literacy lessons.
- To make sure that all subject coordinators can easily track your progress in their subjects to make sure you are all doing as well as you can.
- To make sure you all know how to reach your targets and help you to do so.

You can help as well in making your school even better by continuing to be as well behaved and friendly as you were when we visited. Make sure you come to school regularly unless you are really ill. Continue to try hard in all lessons - as we saw you do this week. We wish you all the best for the future.

Yours sincerely

Mrs Sheelagh Barnes

Lead inspector