

Collingwood Primary School

Inspection report

Unique Reference Number	115305
Local Authority	ESSEX LA
Inspection number	311905
Inspection date	13 March 2008
Reporting inspector	Derek Watts

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

Type of school	Primary
School category	Foundation
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	302
Appropriate authority	The governing body
Chair	Mr Rob Tucker
Headteacher	Mrs Amanda Buckland-Garnett
Date of previous school inspection	15 September 2003
School address	Collingwood Road South Woodham Ferrers Chelmsford Essex CM3 5YJ
Telephone number	01245 322258
Fax number	01245 322449

Age group	4-11
Inspection date	13 March 2008
Inspection number	311905

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following aspects: how well leadership and management were improving provision, and pupils' progress in writing and mathematics, particularly for the more able.

Evidence was gathered from lesson observations, a scrutiny of pupils' work and school documentation. An analysis of the parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. 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 form, were not justified, and these have been included where appropriate in this report.

Description of the school

Collingwood is a larger than average size primary school. The vast majority of pupils come from the local area of South Woodham Ferrers. Most pupils are from a White British background. Very few pupils speak English as an additional language. The proportion of pupils who need additional support is below average. The proportion of pupils eligible for free school meals is also below average. The headteacher took up her post in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Collingwood Primary is a good school. Pupils achieve well because the quality of teaching is good and by the end of Year 6, the standards pupils attain are above average. The good care, guidance and support provided by the staff results in pupils' good personal development.

Parents are very pleased with both the care and education provided for their children. In the parental questionnaires, parents commented very positively on the staff's openness, the good quality of teaching, improved pupil progress and better communication. The following comments summed up the views of many, 'The teaching staff are approachable at all times,' 'Children are making good progress thanks to good teaching,' 'Communication with the parents has greatly improved with the introduction of a fantastic newsletter. I have been especially pleased that teachers keep me informed about my children's progress and their targets.'

Leadership and management are good and focus effectively on pupils' learning and achievement. The headteacher provides good educational direction for the school. Other leadership roles and responsibilities are more effectively shared and developed than at the time of the last inspection. Leaders' monitoring and evaluation skills are developing well. Performance is systematically reviewed and the findings are used effectively to plan improvements. The resulting priorities, such as raising achievement and standards in writing and mathematics for the more able, are accurate and appropriate. Recent improvements to assessment and individual target setting are improving pupils' learning. Governors support the school and have a good understanding of its performance and current improvement priorities.

Teachers have good relationships with their pupils. They make the purpose of lessons clear so pupils know what they are expected to learn. Staff's clear instructions, demonstrations and explanations promote learning well. Teachers now use assessment more effectively to match activities and tasks to pupils' abilities and needs. When this happens, pupils are challenged well and make good gains in their learning. Occasionally, there is an over-reliance on worksheets, which restricts pupils' ability to plan and organise their own work. A few lessons are led too much by teachers and pupils are not actively involved in their learning.

Children in Reception make a sound start to their education. By Year 2, standards are just above average overall. In 2007, pupils achieved most success in reading; fewer pupils did as well in writing and mathematics. The school is working to improve this. In the same year, national test results for Year 6 pupils were above average in English, mathematics and science. Information about pupils' progress shows that they made good progress from Years 3 to 6 in all three subjects. Progress in mathematics improved last year because of action taken by the school. Staff training, along with targeting specific pupil groups, and increases in problem-solving work contributed to this. The school is improving the range of opportunities for pupils to write, but there are insufficient opportunities for pupils to apply and develop writing in a range of subjects. While improving writing is a whole school priority, there are few examples of pupils' written work on display. The school has tackled the progress of the more able in mathematics well but leaders are aware that there is scope to challenge the more able in writing further. Pupils who find learning difficult make good progress because they receive helpful support.

The curriculum promotes pupils' good progress and contributes well to their personal development. The school is developing better links between subjects; this approach is adding meaning and relevance to pupils' learning. Imaginative activities, such as a 'victory' party as the culmination of Years' 5 and 6 World War II studies, greatly enhance their enjoyment and

engagement. Information and communication technology (ICT) is used well to support teaching and learning in a range of areas. A good range of clubs, visits and visitors enrich pupils' learning. Pupils thoroughly enjoy these aspects of school life.

Pastoral care is good and there are effective procedures to ensure that pupils are safe and secure at school. There are now effective systems to assess and track pupils' attainment and progress. Pupils have specific personal learning targets in reading, writing and mathematics, so they know what they need to do to improve. Spiritual, moral, social and cultural development is good. Pupils thoroughly enjoy school and this is reflected by their good attendance and keen participation in all activities. Behaviour is often exemplary, this is because staff have clear expectations and there are good relationships between adults and pupils. Pupils adopt healthy lifestyles and show an excellent understanding of the importance of healthy eating and exercising regularly. They have a good understanding of staying safe. They contribute well to the wider community by organising events, which raise funds for well-known charities. At Collingwood, pupils are well prepared for the next stage of their education because by the time they leave, they have good skills in literacy, numeracy and ICT. In addition to these, their personal and social skills are very well developed.

The school systematically reviews its performance and takes positive action to bring about needed improvements. Recent improvements to assessment, to pupils' progress in mathematics and the maintenance of above average standards by Year 6, demonstrate a good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

Children's attainment when they start school is broadly typical for their age. By the end of Reception, standards are in line with national expectations. Children enjoy their learning and relate well with adults and other children. They quickly settle into routines and make good gains in their personal development. They make satisfactory progress in other areas of learning. Children benefit from teachers' clear instructions and explanations. They are keen to participate in the satisfactory range of activities provided. At times, their work is over-directed and this restricts children's opportunities to explore and work independently. The school is working to improve this area, but the outcomes are not consistent. As a result, the teaching and learning are satisfactory.

What the school should do to improve further

- Raise achievement in writing by increasing the range of extended writing opportunities and by celebrating pupils' writing more widely.
- Enhance the quality of learning in the Foundation Stage by increasing the children's independence and by giving them greater freedom to explore their own interests.
- Plan lessons to ensure that pupils are actively engaged in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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	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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	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 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

14 March 2008

Dear Pupils

Inspection of Collingwood Primary School, South Woodham Ferrers, CM3 5YJ

Thank you so much for welcoming me into your school and showing me your work. I enjoyed my visit and would like to tell you what I have found. Collingwood is a good school and here are some of its strengths.

- You all thoroughly enjoy school and your attendance is good.
- The school is a friendly, caring and pleasant place to be.
- Behaviour is often exemplary in lessons and around the school.
- Teaching is good, which is why you are learning so well.
- Effective assessment and clear learning targets contribute to your good progress.
- By the end of Year 6, standards are above average.
- The staff provide a good range of clubs and visits, which enhance your learning.
- You show an excellent understanding of healthy lifestyles.
- The school is well led by your headteacher and she receives good support from other senior staff.
- Staff take good care of you and give you good support.
- There is a good partnership with parents and they are very pleased with the care and education provided.

I have asked your teachers to work on three areas to make your school even better.

- Improve your progress in writing by celebrating your successes and increasing the range of extended writing opportunities.
- Ensure that children in the Foundation Stage have good opportunities to explore and work independently.
- Give you more opportunities to be actively involved in your learning.

Finally, thank you once again for all your help. I wish you all the very best for the future.

With kind regards

Derek Watts

Lead inspector