

# Colden Common Primary School

## Inspection report

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<b>Unique Reference Number</b>	116074
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312170
<b>Inspection dates</b>	7–8 February 2008
<b>Reporting inspector</b>	David Marshall

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sharon Collins
<b>Headteacher</b>	Mrs Julie Mullane
<b>Date of previous school inspection</b>	3 February 2004
<b>School address</b>	Upper Moors Road Brambridge Eastleigh SO50 6HW
<b>Telephone number</b>	01962 712111
<b>Fax number</b>	01962 712209

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Colden Common is an average size, village, primary school with nine classes. The school is very popular. The majority of the pupils are White/British. The proportion of pupils with learning difficulties and disabilities is above average, as is the number with statements of specific special need. The school is experiencing some staffing changes at the moment. In October 2007, the Local Authority asked the deputy head to take up an acting headship at a village school for the spring term. A colleague from a local junior school has been seconded to the role of acting deputy head at the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Colden Common provides an outstanding education for all of its pupils. The school provides an exciting range of activities, clubs and visits so that pupils enjoy learning. Pupils of all abilities are well challenged and teaching and learning are of a very high quality. The headteacher provides excellent leadership. She is very well supported by all other leaders, staff and governors. They know the pupils very well and are constantly looking for ways to make the school even better. There are very rewarding partnerships with the village community and with other schools and organisations. The school has maintained its standards since the last inspection when there were no major issues for improvement and has an excellent capacity to continue to improve.

Throughout the school, pupils achieve extremely well. Children enter the school with skills and understanding that vary but are usually broadly in line with, or just above, those expected for their age. Very effective organisation and very careful assessments enable pupils to make excellent progress immediately. By the time they leave standards are well above average. Individual improvement targets and outstanding support for pupils of all abilities consistently raise pupils' levels of achievement significantly. National test results in Year 6 in 2007 exceeded the school's carefully formulated and challenging targets. Pupils that are more able are challenged well through a good range of additional activities.

Pupils' personal development and well-being are outstanding. The atmosphere for learning created by the whole staff is supportive and caring. One parent wrote that on asking her child about the school, he said, 'I love my school and I wouldn't want to go anywhere else.' Staff are vigilant to pupils' needs, enabling them all to learn and play in a safe and secure learning environment. Thanks to the school's excellent systems, pupils' attendance rates are well above average. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils show very caring attitudes to each other and the environment. They learn to respect children from different backgrounds and have an excellent understanding of healthy living and keeping safe.

There are some conflicting views amongst the parents of children at the school. A very large majority hold the school in high regard. They commented on the openness of staff, their children's enjoyment of learning, the way the school welcomes all children and the care shown by all staff. Many parents agreed with the sentiments of one who wrote, 'A lovely, friendly and helpful school'. There were a few parents who have misgivings about the school, and, despite, the many newsletters, including e-mails, and updates some felt that they were not being kept fully in the picture about what was happening in the school.. This is an issue that the school agrees they must address with real urgency.

There is outstanding provision in the Foundation Stage, where teachers plan stimulating and challenging activities for the children. Throughout the rest of the school, lessons are very well planned, making sure that all pupils enjoy learning. Although again, a very small number of parents have some misgivings over the provision for pupils with learning difficulties, the information collected about pupils is used particularly well to ensure that the least able and most vulnerable pupils make outstanding progress. Pupils who have statements of particular special need make exceptionally good progress. National data shows they progress at well above average rates. They are very well supported by the experienced support staff and have access to a curriculum that helps them all to achieve extremely well. As one parent wrote, 'my children are appropriately cared for and are both making excellent progress. I am delighted

with the work the teachers and support staff are doing and the achievements of my three children - they should be proud of themselves.'

The rich curriculum covers all subjects very well and is enhanced by a very good range of outdoor activities. The staff provide countless opportunities for individual pupils to shine and the school is continuing to refine the curriculum further. They are constantly working on all areas of learning to ensure their lessons continue to be as exciting and relevant as they can make them.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

There is excellent provision in the Foundation Stage, where the staff plan enjoyable and challenging activities for the children. This careful planning gives the children a real sense of determining their own way forward and guarantees their full involvement in all activities. Children thoroughly enjoy all their days in school and this provides them with a good start to their education. The rooms available are stimulating and resources are well used and effective. A very calm and purposeful atmosphere is created where the children are making excellent progress. Staff make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the least able and most vulnerable settle well. This is achieved by providing outstanding support from the teaching assistants whenever it is needed.

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

- Make strenuous efforts, and use the proven leadership skills of all staff, to remedy the lack of confidence felt by some parents of children in the school about the information they receive about how well their children are progressing and how they can help them at home.

## **Achievement and standards**

### **Grade: 1**

From their starting points, pupils of all backgrounds, gender and ability achieve outstandingly well in a range of subjects. Pupils make excellent progress in Key Stage 1. Their current work, and the school's data, shows that most pupils are working above or well above the expected levels for their age. Standards in the national tests at the end of Year 2 in 2007 were well above average and particularly high in writing. National data shows that pupils who are in the school for the whole of Key Stage 2 make a very high level of progress. Recognising that standards by Year 6 in mathematics were not high enough, the school has worked determinedly to improve pupils' basic skills and confidence in problem solving. Evidence in pupils' books show how successful this focus has been. Currently standards are above average in Year 6 in English, mathematics and science. Pupils achieve well in music and physical education and standards in information and communication technology (ICT) are well above expectations for their age as teachers use the ICT facilities very effectively.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Relationships are excellent and pupils are confident and mature. The school encourages pupils to take responsibility for their actions and their behaviour is often exemplary. The school places great store on pupils' development of healthy lifestyles and they all know how to look after themselves well. Pupils

soon learn that the school is a safe place and know that they can talk to staff if they have any personal concerns. Their independence and well-above average standards in literacy, numeracy and ICT prepare pupils very well for their future economic well-being. Pupils are involved very well in the school and local community. The school council, and even individual pupils, regularly undertake surveys of pupils' opinions analyse responses and plan accordingly.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Lessons are planned very well to ensure that the diverse needs of all pupils are met. Teachers create imaginative settings across the curriculum that give pupils many opportunities to apply the skills they have learned. Special events such as 'Aztec Days' capture the pupils' imagination, motivates them to become involved and develop very positive attitudes to learning. Pupils evaluate their own work and that of others against set targets. Learning support assistants skilfully encourage pupils who find aspects of their work challenging, to persevere and overcome their difficulties. Teachers' very high expectations are reflected in books where pupils' work is presented well. It is marked to help pupils understand what they have to do in order to improve. Pupils express themselves clearly in both the written and spoken word and their work is valued and displayed to good effect. This was observed in Year 6 where ICT had been used to write poems entitled City At Night, one beginning ' Bloodshot eyes stare from the mouths of shops!'

### **Curriculum and other activities**

#### **Grade: 1**

The excellent curriculum meets the needs of all pupils, and drives the many and varied activities that engage them in their learning. It encourages them to cooperate very well and motivates them to meet challenging targets. As one teacher said, 'We believe that the development of the ability to think in different ways is important.' Consequently, teachers work hard to ensure that pupils have many opportunities to apply the skills they are taught. Care is taken to ensure progression and consistency in the way work is presented. For example, the well thought out approach to the teaching of mathematics now provides a consistency of approach that has seen pupils gain a better understanding of problem solving and calculation. There are very good links between subjects that enable teachers to plan exciting learning opportunities such VE Day celebrations or living in an Amazonian rainforest. Pupils talk with enthusiasm about these experiences one saying 'You feel part of it. It helps you understand how people must have felt.'

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

#### **Grade: 1**

Very good relationships underpin this aspect of provision. Systems that care, guide and support pupils are well understood by all staff and applied consistently. Vulnerable pupils, those with emotional needs and others who find aspects of learning difficult, are supported well and encouraged to play a full and active part in all activities. Very good links exist with outside agencies whose advice and support is sought and acted upon. Teachers are skilled at encouraging pupils to think for themselves and work independently. Guidance for learning is extremely good. Pupils are very familiar with their learning targets and develop skills of self-assessment. They are proud to discuss 'house points' earned for either good work or effort and are able to explain how teachers' comments in their books have helped them further improve their work.

## Leadership and management

### Grade: 1

Leadership and management are outstanding. The exceptional headteacher consistently gives an exemplary lead and relates effectively with pupils, parents and the local community. She has re-organised the senior leadership team and teamwork is of the highest quality. Management at all levels is very good due to the staff's enthusiasm and the very effective systems that are in place to monitor pupils' progress and the quality of teaching and learning. All staff play a valuable part in moving the school forward. The administrative team, and site manager, are considerable assets to the school and are very much appreciated by all concerned.

There is a clear understanding of strengths of the school and areas that need more development. The school's self-evaluation is very effective. A comprehensive improvement plan shows the school's very challenging targets and provides clear guidance for raising standards. The excellent governors are involved in all these processes and bring a wide range of skills to their role as critical friends. They hold the school to account, challenging decisions and requesting explanations whenever appropriate.

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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	2
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	2
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 February 2008

Dear Pupils

Inspection of Colden Common Primary School, Eastleigh, SO50 6HW

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to us about your school and your work. We think the school provides you with an outstanding education, and we agree with what you told us - it is a really exciting place to learn.

All the staff, working together, have created a caring school community where you all really enjoy learning and feel safe. You behave very well in lessons and like to concentrate on your work. You also enjoy and benefit from the huge range of opportunities the school provides in clubs and visits to interesting places.

By the end of Year 6, standards are well above average in lots of different subjects. The headteacher is keen to keep improving the school and, with the staff, knows exactly what to do to make the school even better. You must continue to listen carefully and take note of what they say.

Although the majority of your parents are pleased with the school, some have said they are concerned about the information they receive from the school, about how well you are progressing and how they can help you at home. I have asked the headteacher and all staff to get in touch with your parents to make sure they are pleased with all the school is doing for you.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards,

David Marshall

Lead Inspector