

# Colwich CofE (C) Primary School

## Inspection report

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<b>Unique Reference Number</b>	124244
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	314857
<b>Inspection date</b>	27 February 2008
<b>Reporting inspector</b>	Gerald Griffin

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	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Buckley
<b>Headteacher</b>	Nicola Clay
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Main Road Colwich Stafford ST17 0XD
<b>Telephone number</b>	01889 881286
<b>Fax number</b>	01889 881286

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Colwich C of E (C) Primary School is a small primary school. All pupils are White British. Children's skills and experiences on entry to Reception broadly meet expectations but vary from year to year. The proportion of pupils with learning difficulties is below the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Colwich is a satisfactory and improving school. Achievement is satisfactory and standards are above average. Pupils' personal development is good and thrives in the school's happy Christian ethos. Pupils are very polite and considerate to adults and to each other. Their behaviour is outstanding in lessons, around the school and in the play areas. They feel very safe and enjoy all aspects of school.

The good leadership and management of the new headteacher is providing clear direction for the school. As a result, standards, progress and the quality of teaching are all improving. Pupils make good progress in reading. Progress in writing is more variable. Pupils' spelling is mostly correct but the accuracy of punctuation and their use of vocabulary to express their ideas clearly are relative weaknesses. Progress is now good in some aspects of mathematics, such as solving mathematical problems. Children in the Reception class make good progress.

In lessons, relationships are good and pupils are keen to learn because they find the work interesting. However, teaching and learning are satisfactory rather than good at present because, in a minority of lessons, the work planned and presented by teachers does not always match the needs of pupils. As a result, pupils are not always challenged sufficiently and their progress slows. There are many signs that teaching is improving. Progress is accelerating because teachers now share lesson objectives well with pupils. This means pupils quickly start work because they are clear about what they need to do. The curriculum is satisfactory overall and is particularly effective in supporting pupils' personal development. For example, engaging assemblies and regular church services promote pupils' spiritual development very well.

Parents are largely supportive of the school. They rightly feel that pastoral care is good. One parent expresses the views of many, writing, 'My child is very well cared for, the staff are very approachable and prompt action is taken when concerns are expressed'. Because the school is small, adults have a very detailed knowledge of the needs of every child and they use this to provide them with a high level of effective personal care and support. Pupils' academic guidance is variable. Effective marking provides pupils in Year 6 with a good indication of how they can reach their targets. In other years, marking does not consistently show pupils how they can improve their work. This means that care, guidance and support is only satisfactory overall.

Staff enthusiastically share the headteacher's drive to improve the quality of education provided and staff morale is high. Subject leaders support her well, and leadership and management is good overall. The school's record of improvements shows that it is well placed to get even better.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress overall in the Reception class. Most children reach the expected levels by the time they start Year 1 and many exceed them. Children make best progress in developing their communication, mathematical, language and literacy skills. The development of children's independence is a relative weakness in their overall good personal, social and emotional development because there are too few opportunities for them to choose their own learning activities. Teaching and learning are good and relationships in the stimulating classroom environment are happy and positive. The curriculum provides an appropriate balance of indoor and outdoor learning activities which children greatly enjoy. The provision is well led and

managed. Parents are happy with the well-structured measures that help children settle into school and promote their care and welfare.

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

- improve the accuracy of pupils' punctuation and choice of vocabulary
- ensure teachers always provide work that challenges pupils
- sharpen marking to give pupils in all year groups clearer guidance on how they can improve their work.

A small proportion of the schools whose effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory overall, including for those with learning difficulties. Standards are above average in Year 6 but vary from year to year because numbers are small.

Progress is variable through the school. It is best for younger pupils and in those in Year 6, where many pupils are now exceeding their challenging targets. In English, pupils write longer pieces of work in a wide variety of styles such as letters, factual accounts and stories. Spellings are largely correct but punctuation, such as the use of speech marks, is not consistently accurate. Pupils have a good breadth of vocabulary but do not always choose the correct words to express their ideas or to describe facts to give their work real clarity. In mathematics, pupils have a good grasp of number but mental mathematics is a relative weakness. Good opportunities to undertake practical work is accelerating progress in science. The improved computer provision is raising standards and progress in information and communication technology (ICT).

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They have a high level of respect for others, property and the environment. A clear understanding of right and wrong underpins their outstanding behaviour. They have a very high level of self-discipline and are able to work independently. Pupils are extremely sensitive to the needs of other people and do their very best to ensure their actions do not interfere with or upset them. Pupils work together well in teams and readily help each other. They are respectful of people with religions and traditions different from their own.

Pupils report that there is virtually no bullying and that rare cases are quickly and effectively resolved. They largely know how to keep themselves safe, for example when using the internet. Pupils mostly do their best to eat healthily and keep fit by taking plenty of exercise. Pupils enjoy school and this is reflected in above-average attendance. Pupils readily participate in village events and are proud of their charity work for the wider community. Pupils are keen to be members of the new school council but the opportunities for all pupils to contribute to its work are under-developed. Above average standards, positive attitudes and improving progress are preparing pupils well for secondary school and future employment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Improvements have brought about some significant strengths in teaching and learning. Pupils are now provided with good opportunities to form and clarify their ideas in pairs and in group discussions. Class management is good and this means learning proceeds at a brisk pace. Pupils are now encouraged to assess their own work and that of their peers against set criteria so that they can judge its quality and see how improvements can be made. This is especially helping to accelerate progress in Year 6. Teaching assistants make a valuable contribution to learning, especially for those with learning difficulties. In a minority of lessons, teaching does not provide pupils with enough challenge because the work does not sufficiently stretch them. Because of this, pupils find the work too easy and their progress slows.

### **Curriculum and other activities**

#### **Grade: 3**

Science, physical education and health and safety lessons support pupils' personal development well. There is a strong musical tradition at the school. Pupils really enjoy singing and the choir enthusiastically performs in local events. Residential education and day visits to such places as museums and nearby Cannock Chase widen horizons and build confidence. Changes to the English and mathematics curriculum have been largely successful in addressing the relative weaknesses in these subjects. The school recognises that more opportunities are needed to strengthen aspects of pupils' written work. The new computers are used well in ICT lessons but there is scope to extend their use for activities such as presentation and research across all subjects on the curriculum. There is a good range of well-attended sports and other clubs, such as rounders, cooking and gardening, which successfully support pupils' development and enjoyment of school.

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

#### **Grade: 3**

Pupils feel very well cared for and can readily turn to an adult if they have a problem, knowing their worries will be quickly resolved. Pupils with learning difficulties are provided with sensitive support. The school works well with many outside agencies and other schools to support pupils' education. For example, a specialist outreach team has visited school to provide training for staff so that they can provide effective support for pupils with autism. Health and safety procedures and child protection arrangements are rigorous and regularly reviewed.

In Year 6, marking provides pupils with clear guidance on how they can improve their work so that they can reach their challenging targets. This guidance is not consistent in other years and, as a result, pupils are not always sure what precise action they must take to make their work better.

## Leadership and management

### Grade: 2

A robust regime of monitoring and evaluation of all aspects of its work is providing the school with a largely accurate picture of its strengths and areas for development. This has led to many improvements. For example, each pupil's progress is now regularly checked and effective action taken if it slows. Pupils' test answers are closely scrutinised to identify areas of weakness. This has led to effective remedial action that is contributing to the improving standards and progress in English and mathematics. The school sets challenging and realistic targets. although the school does not always measure its progress towards meeting them accurately enough. Subject leaders make a valuable contribution to improvements in their areas. For example, they have sharpened teachers' skills in communicating lesson targets and success criteria to pupils in their subjects. The school uses teaching assistants well to make teaching groups smaller so that pupils get more individual attention and this is improving their progress. The governors work very hard on behalf of the school. They understand data and use it well to challenge the school robustly over such matters as the quality of teaching, standards and achievement.





## 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?	3
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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<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	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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Colwich C of E (C) Primary School, Colwich ST17 0XD

We enjoyed our visit to your school. You were very polite and friendly and you made us feel most welcome. We enjoyed the discussions we had with you about the work and activities you do at school. You clearly enjoy being in a small school in which you get on with each other and the adults very well. You are rightly proud of the school's happy Christian atmosphere. Colwich is a satisfactory school. We also think it is improving. Here are some of our findings:

- you make satisfactory progress in your lessons in Years 1 to 6 and good progress in the Reception Year
- the satisfactory teaching helps you to reach above average standards in English, mathematics and science
- you really enjoy school and feel very safe and secure
- you behave extremely well
- you have good relationships with your teachers and you work hard for them
- the satisfactory curriculum provides many extra activities and supports your musical talents well
- adults in the school look after you very well
- the headteacher leads the school well and teachers are working hard to make sure the school improves.

I have asked the school to do three things to help it get even better:

- improve your use of vocabulary and punctuation in your written work
- make sure teachers plan work that stretches everyone so that you achieve well
- show you through marking what you need to do to improve so that you know how to make your work better.

You can help the school by continuing to behave very well and trying your best in lessons.

We wish you all success in the future.

Yours sincerely

Gerald Griffin Lead Inspector



28 February 2008

Dear Pupils

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Lead Inspector