

# Colham Manor Primary School

## Inspection report

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<b>Unique Reference Number</b>	102373
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	323631
<b>Inspection dates</b>	2–3 March 2009
<b>Reporting inspector</b>	David Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	510
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jason Cookson
<b>Headteacher</b>	Mrs Roberta Smyth
<b>Date of previous school inspection</b>	20 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Violet Avenue Hillingdon UB8 3PT
<b>Telephone number</b>	01895 442301
<b>Fax number</b>	01895 442840

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

At the time of the inspection the school was led by a principal acting headteacher, on a part-time basis from a neighbouring school, and by an acting headteacher who is acting up from his permanent position as assistant headteacher.

At Colham Manor the proportion of pupils eligible for a free school meal is above average nationally, as is that of the pupils from minority ethnic backgrounds. Although many of these pupils have a home language other than English, few are at the early stages of learning English. More children than is typical nationally join or leave the school at other than customary times of the year. The proportion of the pupils with moderate learning difficulties is average. The school has provision for the Early Years Foundation Stage through Nursery and Reception classes. It has achieved the Basic Skills Quality Mark and Healthy School awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Colham Manor Primary School provides its pupils with a satisfactory standard of education, but one that is improving rapidly under the positive leadership of the acting headteachers. The school has undergone recent significant changes of senior leaders and teaching staff, mainly because of recruitment difficulties. The school's priority during this period has been to establish a shared vision among all staff in order to raise standards and to bring about much-needed stability. This has raised the confidence of staff, parents and carers. As one parent commented, 'I would not want my child to go to any other school.'

At the heart of this positive picture is the clear educational direction set by the acting headteachers, enthusiastically supported by the senior leadership team. Together they are implementing many well-considered initiatives to raise achievement in the school. It is still too early to evaluate their full impact, but school leaders have the support of staff, parents and the governing body. The school has an accurate and honest view of its strengths and areas for improvement. Systematic procedures have been introduced since September for monitoring how well the school is performing. Some middle and senior leaders are new in post and the school recognises that further training and coaching is needed to help them become more effective in raising standards. Leadership and management are satisfactory because of the helpful steps taken by the acting headteachers, the local authority and seconded specialist staff to support the school. As a result, teaching and learning are satisfactory overall. However, the quality of feedback to pupils within individual subjects, especially through marking, remains inconsistent. This means that pupils, particularly the more able, are not always sufficiently clear on how to improve their work.

Improvements in classroom practice have contributed successfully to the school's drive to address underachievement in most year groups. Achievement is satisfactory and standards are below average, although higher in English than in mathematics and science. The progress made in lessons by the majority of pupils is broadly satisfactory. The unvalidated test results for this year show that pupils in Year 6 met and exceeded their targets in English. However, they did not make the expected progress towards meeting their challenging targets in maths and science.

Colham Manor prides itself on being an inclusive school. Pupils report that they feel safe within the school community. Relationships are harmonious and pupils behave well. Their personal development is good. The satisfactory curriculum provides good opportunities for pupils to develop their understanding of the many different traditions in the school and the local community. Pupils enjoy school, attend regularly, participate well in clubs and sport, and value the satisfactory care, guidance and support the school provides. They prepare satisfactorily for their future education and economic well-being because of improvements in their basic skills and through the school's good links with secondary partners. The overwhelming majority of parents are fully supportive of the school's recent track record of 'visible improvements' which demonstrate its sound capacity to improve still further. As one parent commented, echoing the views of many, 'I think Colham Manor is now a fantastic school, and I'm so glad that my children go there!'

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter Nursery classes with knowledge and skills that are lower than those usually expected for three- and four-year-olds. The needs of all new children are assessed accurately with parents and this information is used well to inform planning for further learning. Good routines ensure children settle quickly and happily into the school. As a result, they make satisfactory progress and achieve standards which are just below those expected at the end of the Early Years Foundation Stage.

The recent improvements to the outdoor learning environment have made a positive contribution to the children's physical development. Children's welfare is given a high priority. They feel secure and develop positive relationships with both adults and other children. The acting Early Years Foundation Stage manager has cultivated a cohesive team who are keen to explore new initiatives and promote the children's progress. As a result, the overall quality of teaching and learning is satisfactory. Teaching assistants are deployed effectively during whole-class activities, where children are challenged and supported well. When introductions are over-long, the pace of learning slows and children lose concentration. Mostly, however, there is a good blend of adult-led activities and opportunities for children to choose for themselves. The free flow from indoor to outdoor learning during 'free-choice' activities is currently restricted due to the building programme.

### What the school should do to improve further

- Ensure the quality of marking improves to match the best, so that pupils can benefit from more precise advice on how to improve.
- Raise standards by improving the quality of teaching and learning to that of the best, particularly in the level of challenge for more able pupils.
- Extend the capacity of leaders to manage their areas of responsibility through coaching and training.

A small proportion of the schools whose overall 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

Standards are just below average overall and all groups of pupils, including those with moderate learning difficulties, achieve satisfactorily. Pupils join the school with a range of skills that are below those expected for their age, with many having weaknesses in verbal communication. By Year 2 pupils achieve below average standards overall. As pupils pass from Years 3 to 6, progress is steady so that overall standards at the end of Year 6 are close to national averages. The 2008 provisional test results for Year 6 show pupils' overall rate of progress in English, mathematics and science to be broadly satisfactory. There is clear evidence that standards are improving as some younger pupils are working at levels that are in line and slightly above national expectations.

The rise in standards in English in 2008 owes much to the school's focus on developing pupils' writing skills by providing stimulating practical activities on which to base writing. In mathematics more-able pupils achieved better than expected progress, and in science there was a small

increase in pupils' progress. Pupils at the early stages of learning English make fast gains in fluency because of the sharp focus on listening and speaking skills, and on the use of drama.

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

### **Grade: 2**

Pupils enjoy school and have positive attitudes to learning and this is reflected in the harmonious and inclusive relationships that prevail at the school. Pupils say that they feel safe and are happy to be at school. They understand the clear guidelines for good behaviour and the consequences for inappropriate actions. Although occasionally the flow of learning is slowed by the behaviour of a few individuals, the vast majority work well together in an atmosphere of trust and mutual respect.

Pupils appreciate the importance of staying healthy and readily take part in sports and other physical activities, and this reflects their commitment to fitness. They know how to choose healthy lunches and are aware of the benefits of a balanced diet. The school council provides pupils with an influential voice that has brought positive changes around the school. For example, their requests led to new outdoor playground equipment being provided. Well-trained pupil 'play leaders' are on hand to offer support and advice at break times. In the wider community pupils' contribution is good, through a range of fund-raising activities and charity events for the local hospital and hospice.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils' good behaviour and enthusiasm for learning make a significant contribution to the quality of teaching and learning. Warm working relationships are reflected in the pupils' confidence in their teachers. This helps them engage purposefully in learning, as does teachers' enthusiasm and their commitment to the pupils. Teachers and teaching assistants work well together to ensure that all groups of learners receive the correct level of support.

Good pace and high expectations help pupils stay on task and concentrate well in many lessons. In an outstanding Reception lesson, for example, genuine excitement and enthusiasm was generated during the well-considered outdoor practical activities that enabled children to achieve at the highest level.

Despite these strong features, the school recognises that there are still improvements in teaching to be made. The quality of lesson-planning is inconsistent, as some teachers do not plan activities which cater well for the differing needs of learners, especially for the more-able pupils. Teachers' use of challenging questioning in order to check pupils' understanding is underdeveloped and introductions to some lessons are over-long, which leaves less time for pupils to work independently.

### **Curriculum and other activities**

#### **Grade: 3**

The topic-based curriculum allows all pupils to be fully included in learning activities. It is further enriched by contributions from outside speakers, such as the local vicar, firemen and police officer. These opportunities enhance pupils' understanding of the world of work and how to keep safe. A strength of the curriculum is the linking of trips to topics of study. For

example, visits to the 'edible rainforest' strengthened pupils' awareness of global issues through the study of art design, English and geography. The school provides a rich outdoor curriculum using its outdoor classroom to study and take part in gardening, drama and construction activities. A range of sports lessons and clubs contributes well to pupils' positive attitudes to keeping fit and healthy. Pupils enjoy the opportunity to study French for the first time. Teachers make good use of information and communication technology resources, although the interactive nature of whiteboards is not fully exploited, particularly in supporting the most able.

## **Care, guidance and support**

### **Grade: 3**

Learners receive good personal support. Staff work hard in supporting pupils' personal development and fulfil a valuable role in liaising with families in order to resolve problems. As one parent commented, echoing the view of many, 'At Colham Manor all staff interact well and are personally involved in the care of our kids.' Pupils feel safe at school and report that there is always someone they can turn to if they have a problem. The well-understood routines of school life create an orderly and safe community. The school has comprehensive and robust systems for safeguarding and for risk assessment. Pupils with moderate learning and behavioural needs are well cared for by the learning mentor, who provides swift and timely support as necessary.

Academic guidance and support is satisfactory, but is inconsistent. Marking is regular and generally helpful, but does not always 'signpost' pupils' next steps in reaching their targets.

## **Leadership and management**

### **Grade: 3**

The acting headteachers have a clear view of the school's future development. They have very high expectations and have established a new senior leadership team committed to raising standards. Processes for monitoring pupils' performance are beginning to be established at whole-school level, but are not yet consistently well implemented throughout the school. Not all managers are yet sufficiently involved in evaluating either the provision or its impact on the pupils' progress. Since September the school has made good progress in setting up whole-school systems and procedures to raise attainment. Staff are very appreciative of the genuine training opportunities afforded them in the excellent coaching programmes. Although 'green shoots' are beginning to emerge, the impact of many of these initiatives is not yet fully evident in all areas.

Governors visit the school regularly, know the school well and are developing their independent monitoring role and becoming increasingly confident in holding the school to account. They have been particularly supportive in establishing the new direction for the school. There is a strong partnership with external support agencies, which has enabled the school to help successfully not only its pupils but also their families, promoting their sense of belonging within the local community. The school's work to promote community cohesion is satisfactory. Despite a range of initiatives, it has not yet evaluated the impact of these activities.

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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?	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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

16 March 2009

Dear Pupils

Inspection of Colham Manor Primary School, Hillingdon, UB8 3PT

Thank you very much for making us so welcome and for being so friendly when we visited your school recently. We did enjoy our visit. We were very pleased to hear from you how much you enjoyed school and to see how well you worked in lessons.

We think you go to an improving and satisfactory school that not only helps you to learn but looks after you well. We were impressed by your good behaviour and the way you get on together.

There are many things that are special about your school, but we would like to single out your teachers and helpers who encourage and support you both in lessons, at breaks and in the interesting clubs and visits. You say adults are always willing to listen if you have a problem. You enjoy fresh fruit and vegetables and know how to choose healthy appetising meals. The school is run smoothly by your acting headteachers and staff. They try hard to make sure you have the best possible education.

Before we left, we talked to your teachers about how the school could do even better. They agree with us that they need to explain clearly how you can improve your work. We have also asked them to improve their lessons so that they are always good or better, so that you can make even better progress. The subject leaders agree that they need to check carefully how well the changes they are making to the school are helping you learn better. They will then be able to improve your school even more.

We would like to wish you and your school every success for the future and hope that you to continue to attend well, work hard and cooperate fully with your teachers.

Yours faithfully

David Scott

Lead Inspector