

Coleham Primary School

Inspection report

Unique Reference Number	123389
Local Authority	Shropshire
Inspection number	327897
Inspection dates	22–23 September 2008
Reporting inspector	Susan E Lowry

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.

Type of school	All-through
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	366
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Chris Endacott
Headteacher	Lynne Rathmell
Date of previous school inspection	5 October 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Greyfriars Road Shrewsbury SY3 7EN
Telephone number	01743 362668
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Age group	5–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is almost twice the size of the average primary school and is very near the city centre of Shrewsbury. The proportion of pupils eligible for free school meals, from minority ethnic communities or with a statement of special educational need is well below that seen nationally. Very few children have English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Coleham Primary is a good school. It provides a very caring and supportive environment for the pupils. Parents' views of the school are predominantly positive, and they appreciate the good pastoral care which the school provides.

Achievement is good and pupils make good progress from their starting points in Year 1. There is, however, some unevenness in this progress across the school, with children making better progress in Key Stage 2. By the end of Year 6, all pupils, including higher attainers and pupils with learning difficulties and/or disabilities, attain above average standards. Pupils with learning difficulties and/or disabilities and the few pupils with English as an additional language are well supported. The caring nature of the school effectively helps to nurture this latter group during their first experience of an English school.

Teaching is good overall. Where the teaching is good it is challenging, fast paced and has active participation from the learners. Some good teaching and learning take place during creative sessions where curriculum changes have had a great impact on the pupils' enjoyment of their education and their learning outcomes. Throughout the school, teachers have consistently high expectations for both behaviour and the presentation of the pupils' work. Consequently, the school is a very ordered, polite and well-disciplined place in which to learn. All staff, teaching, support staff and site managers contribute to this good ethos and it is clearly apparent in the corridors, on the playgrounds and in classrooms. This makes the school feel a very safe place for learners and they talk about being able to go to staff if they have concerns.

The school is successfully developing a creative curriculum, which is stimulating pupils' interest. For instance, the animation work done by Year 4 pupils about the poem 'The Iron Man' is an excellent example of cross-curricular work, combining many elements of literacy, information and communication technology (ICT) and art.

Good personal development and well-being is a direct result of the staff's caring approach to learners and the strong sense of community which exists within the school. Good spiritual, moral, social and cultural development underpins this area of the school's life. The school council has done much to support the development of the school, particularly the building of the new kitchen. Pupils are well cared for and there is very good pastoral support. Academic guidance is less strong and, although targets are provided for pupils, they are unclear about these.

Leadership and the management of the school are good. The headteacher is a dedicated and caring leader who sets the character for the school and is well supported by the leadership team and the governing body. This team is effective in providing good opportunities and experiences for its learners. Leaders monitor and evaluate standards in learners' work and the quality of teaching and learning, but there has been insufficient follow-up on the outcomes of this monitoring to bring about improvements. The school shows a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the Early Years Foundation Stage (EYFS) with skills that are in line with those expected for their age. They make satisfactory progress so that by the time children enter Year 1, they have attained broadly average standards. The EYFS is a gentle environment where children are encouraged to learn at their own pace. The outside play area was under development

at the time of the inspection but the children make use of the semi-wooded area adjacent to the building, which is a rich learning environment used by the whole school. Teaching is satisfactory but children spend too much time sitting listening to the teacher. Sometimes there is evidence of free-flow activities, although there was little evidence of planning underpinning the choice of activities. Teaching assistants offers good support and direction for the children. Leadership of the EYFS is currently only satisfactory as there is no clear understanding of the level of the pupils' skills, as demonstrated in the EYFS profile, which makes it difficult to plan effectively for the needs of the individual child.

What the school should do to improve further

- Develop effective and rigorous assessment systems in the EYFS to accurately measure progress to ensure planning matches the individual needs of children.
- Build on the monitoring and evaluation of teaching to increase the proportion of good or better teaching.

Achievement and standards

Grade: 2

Pupil's levels of skills on entry to the school are in line with those expected for their age. They make satisfactory progress in the EYFS and enter Year 1 with broadly average standards. By the end of Key Stage 1, pupils are attaining above average standards and have made good progress. Despite some inconsistencies in progress across the school, the pupils make good progress overall, and by the end of Year 6 they attain above average standards. Pupils learning English as an additional language and those with learning difficulties and/or disabilities make good progress and are well supported by teaching assistants in their intervention programmes. Literacy skills are developed well through the creative curriculum and this has a good impact on standards. An emphasis on numeracy across the curriculum is less clearly apparent.

Personal development and well-being

Grade: 2

Personal development and well-being is a strength of the school. Behaviour throughout the school is good and whilst there remain a few pupils whose behaviour is challenging, they are well managed by all staff and do not disrupt school life. Pupils behave in an orderly and safe manner around school and the school is a safe place in which to learn. They show considerable politeness and respect towards adults, and the school community is a warm and friendly one. The pupils enjoy their education and children commented that their favourite subjects were 'art and physical education'. Large numbers of pupils take part in the numerous extra-curricular activities and this contributes much to their enjoyment of school. Attendance is above average and is a direct result of the good work of the headteacher in partnership with outside agencies. Spiritual, moral, social and cultural aspects of the school's life are all good. Pupils take part in activities such as the 'school monitors' and 'peer mentors' initiative, which encourage responsibility and independence. Pupils are well aware of healthy options both in terms of food and exercise, and the school's 'Slow Food' garden helps them to understand where food comes from. They enjoy eating the fruits of their efforts in the garden. They clearly enjoy the time they spend with their sports coaches, who enhance well their awareness of their physical well-being. Pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers throughout the school have good relationships with pupils and there is an expectation that pupils will behave well and that they will exhibit good attitudes to learning. As a result, pupils are well prepared to learn. Classrooms are very industrious places where pupils demonstrate that they are independent learners and are able to maintain attention on the learning activities. New interactive whiteboards have enhanced teaching and learning and these are used well, to offer initial stimulus for the lesson or as part of a whole-class learning activity. Where teaching is good, pupils are actively involved in their learning, there is less emphasis placed on 'teacher talk', and more focus on pupil interaction. There is some outstanding teaching which helps to maintain the good progress which is seen throughout the school. Higher attaining pupils, those with English as an additional language and those with learning difficulties and/or disabilities are generally well supported to enable them to achieve well. Differentiation of work to meet the learning needs of pupils with different levels of ability is inconsistent at times.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad and balanced and increasingly puts a cross-curricular approach at the centre of its planning. ICT enriches the curriculum well and has enlivened various projects. There is good enrichment of the curriculum and particularly good provision for art and music, which often takes place in the 'Coach House,' a unique school resource as it is a local heritage site. Spanish is taught throughout the school, with teachers and pupils learning together, and this is much enjoyed by pupils and staff. There is a wide range of extra-curricular activities, for example, drama, dance and Quest (a Christian-based club). There is a good range of educational visits and good provision for residential visits such as the Year 4 trip to Castleton and the Year 6 trip to Arthog. The provision for the development of numeracy skills across the curriculum is less strong than for literacy.

Care, guidance and support

Grade: 2

All safeguarding checks are in place. The school's procedures to identify and support vulnerable pupils are particularly good and are secure and rigorous. These pupils respond well to the good pastoral care evident throughout the school. Throughout the school, targets related to stages of learning are visible within classes, although there was insufficient evidence of the impact of these targets on pupils' work. Pupils are not always clear about their specific targets. Marking, however, is much clearer and effectively helps to support pupils' progress.

Leadership and management

Grade: 2

The longstanding headteacher has a clear vision and is dedicated to raising standards. She is ably supported by a senior leadership team, who share this vision and effectively support her in initiating improvement and bringing about change. Community cohesion is good and all leaders and managers place great value on the Shrewsbury community in which the school is

placed. This is clear from the visits to local residential homes and the school's charity work. There is a strong sense of cohesion and this is evident in the way that children from Eastern European countries have been welcomed and settled into school. The team all monitor and evaluate teaching and learning, although the development points given to teachers are not always followed up by leaders. As a result, professional development has not progressed as rapidly as it could have. The governing body show good leadership and support and challenge appropriately. They are clear about the school's priorities and have a number of effectively led subcommittees which have had a significant impact on particular projects such as the renovation of the Coach House and the building of the kitchen.

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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 capacity to make any necessary improvements	2

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?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

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

24 September 2008

Dear Pupils

Inspection of Coleham Primary School, Shrewsbury SY3 7EN

My colleagues and I would like to thank you all for talking to us when we came to visit your school recently. You were all so polite, helpful and courteous and it was interesting to hear about your school, and your likes and dislikes.

We found that you are making good progress and reach standards that are above those seen in other schools. Your teachers clearly want you to learn in interesting ways and some of your work shows that good writing happens in different subjects beyond literacy lessons. We particularly liked work that you have done using animation. We think that the marking helps you to learn from your mistakes and to improve your work but that you are not all clear about your targets.

We heard some lovely music both in school and in the video of a school performance. We also thought that there is some lovely artwork around your school. All the adults in school care very much about your welfare. It is good to see that so many of you come to school every day and that you realise this is very important if you are to do well. We think that you behave well in school and that you know who to go to for help if there are any disagreements among you.

Your headteacher is always thinking of new ways to help you enjoy your education, and the Coach House, which you use to such good effect in your art and music, is one way in which she has developed an idea to enhance your learning environment.

We have asked your headteacher to look at the ways in which teachers assess the progress of the youngest children in school and also to help your teachers to continue to improve the ways in which they teach.

You too can help your headteacher by continuing to work hard.

Best wishes for the future.

Susan E Lowry Lead inspector