

Colley Lane Primary School

Inspection report

Unique Reference Number	103793
Local Authority	Dudley
Inspection number	336158
Inspection dates	6–7 July 2010
Reporting inspector	David Speakman

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

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	593
Appropriate authority	The governing body
Chair	Brian Blakemore
Headteacher	John K White
Date of previous school inspection	28 February 2007
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Age group	4–11
Inspection dates	6–7 July 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. They visited 23 lessons and observed 22 teachers. They held meetings with groups of pupils, governors and staff. They observed the school's work and looked at a wide range of documents, which included the school's analysis of standards and progress, development planning, policy documents and documents relating to the safeguarding of pupils. The inspectors considered responses to questionnaires from 313 parents, 96 pupils and 43 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- standards in reading at Key Stage 1
- leadership and management strategies that have led to the school's improved self assessment grades
- the impact of absence, if any, on the progress and attainment of individuals or specific groups of pupils
- the quality of assessment for individual pupils and how this is used by teachers in their lesson planning.

Information about the school

This is a large primary school. The proportion of pupils known to be eligible for free school meals is higher than the national average. The large majority of pupils are White British with an increasing number coming from a wide range of minority ethnic groups. A small but significant minority speak English as an additional language and 41 pupils are at an early stage of learning the language. The proportion with special educational needs and/or disabilities is above average, and well above average in Year 3. The percentage with a statement of special educational needs is above average. In the main, these are pupils with moderate learning difficulties or speech, language and communication difficulties; smaller proportions have physical or behavioural difficulties. The school has National Healthy School status, ICT mark, ECO Green Flag (Gold Standard), Activemark (Gold) and a Quality Mark Basic Skills 10 Year Award.

Following the retirement of the previous headteacher, the school went through a period with an interim headteacher. The current headteacher joined the school in January 2010. Nursery provision is in the school's nursery in the main building and in Little Colliers situated in the children's centre across the road. The main school has its own Breakfast and After School Clubs. Little Colliers Neighbourhood Nursery provides 'wrap around' care. All of these facilities are run by the governing body and were part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Colley Lane Primary is a good school, which has improved significantly since it was last inspected and which continues to improve. Children start school with a wide range of attainment, but attainment is low overall when compared to that expected for children of a similar age. Good achievement means that by the end of Year 6 standards are broadly average and continuing to improve. Attainment in English and mathematics at the end of Key Stage 2 is now much better than it was last year. There is a similar improvement at Key Stage 1 and attainment here is rising, too. Lesson observations in Key Stage 1 show that those pupils capable of coping with harder work and achieving higher standards are not always sufficiently challenged or guided to reach the levels of which they are capable. Assessment data for the last two years show that the number of pupils attaining the higher Level 3 is below the national average in reading, writing and mathematics.

Pupils really enjoy school, as shown by their unanimous and enthusiastic response in discussions and exemplary behaviour. This is supported by the excellent care, guidance and support they receive, which is partly based on the excellent links the school has with support agencies. Those pupils with specific needs receive excellent quality support, helped by the school's links with external support agencies and through the highly effective work of the inclusion unit. Pupils say lessons are fun and interesting and that school is a friendly environment. They feel exceptionally safe and are confident that any difficulties will be dealt with effectively and promptly. Attendance is broadly average. The school has worked very hard at improving attendance to get it to this current level. However, there are still too many parents taking their children out of school for holidays during term time and this has a detrimental effect on pupils' academic achievement.

There is some variation in the resource provision and accommodation between the two nursery settings. Although the curriculum and the quality of teaching are similar in both, resources and accommodation are better in the main school than in Little Colliers. Leaders and managers of the Early Years Foundation Stage are aware of this and would like to see improvement in that aspect of provision. However, the excellent quality of leadership and management in the Early Years Foundation Stage means staff members are effective in working around the limitations.

There has been a significant improvement since the school's last inspection. Most areas of outcomes and provision are now judged higher. Achievement is now good and standards are consequently rising. The quality of education has improved: the quality of teaching and the curriculum are now both good and the quality of care, guidance and support is outstanding. Aspects of leadership and management are at least good and

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the headteacher has made a very successful start, with much improvement having been seen since his arrival. These improvements, with the strong teamwork and robust monitoring systems now in place, mean that the school has an outstanding capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the proportion of pupils gaining the higher Level 3 by the end of Key Stage 1 by ensuring that pupils capable of achieving higher levels are constantly challenged in lessons and reach their full potential.
- Improve resources and accommodation in the Little Colliers department of the nursery, so that the learning experiences there are as well-resourced as those in the nursery in the main school.

Outcomes for individuals and groups of pupils

2

Different groups of pupils achieve well. Although some Key Stage 1 pupils capable of higher attainment are not always challenged enough in lessons, this weakness is not seen at Key Stage 2, where teachers make sure that they provide enough challenge to move these pupils on at a good pace. Consequently, they reach their full potential in lessons and the gap between the school's and national data relating to the proportion gaining the higher Level 5 is narrowed, especially in mathematics. Pupils with special educational needs and/or disabilities make good progress through good levels of support in class and sometimes exceptional progress when working in small groups in the inclusion unit. Teachers of these pupils make sure that they have the same learning opportunities as other pupils, with the levels at which they work adjusted well to their particular needs. Once pupils who do not speak English as their first language master the language, they make good and sometimes excellent progress. The school's assessment data show that these pupils make rapid progress in Years 4 and 5 and this is reflected in lesson observations.

Although pupils' attainment is broadly average, the acquisition of skills to support their future development is good. They have good computer skills, show initiative in finding things out for themselves and have a good level of success in working collaboratively with others.

Pupils have a good understanding of how to keep a healthy lifestyle. They generally eat a healthy diet and enthusiastically take part in physical activity in order to keep fit. Their contribution to the school community is good. There are opportunities in which this could be further developed, for example taking more responsibility for running the Children's Council. Pupils' spiritual, moral, social and cultural development is good. They are reflective, considerate of others and feel a sense of enjoyment and excitement at the prospect of learning new things. They have a clear sense of right and wrong and pupils from many different backgrounds mix freely. At present their understanding of how overseas communities operate is not fully developed.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and is effective in supporting pupils' good learning, progress and achievement. Most teaching seen during the inspection was of a good or better quality, reflecting the school's own assessments. Good and better lessons move on at a brisk pace, teachers have high expectations of what pupils can do and there are ample opportunities for pupils to practise and consolidate new learning. Pupils are encouraged to learn in collaboration with others, either through 'talking partners' or in group discussions and presentations. Some excellent opportunities were observed in which pupils were successfully assessing and evaluating the quality of their own and others' writing. Year 5 pupils showed considerable success in this and thoroughly enjoyed the opportunity. Most planning takes good account of assessment information and tasks are matched well to individual needs. In a few lessons, particularly at Key Stage 1, pupils capable of doing harder work were not sufficiently challenged. Occasionally, teachers talk for too long at the beginning of lessons and this cuts into the time available for pupils to be active participants in the learning process. Marking is good. It is best in English and mathematics, where it is effective in identifying what pupils do well and

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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what they need to do to improve. It is less focused in other subjects.

The curriculum is good and is effective in engaging pupil's enthusiasm for learning. There is a very good range of interventions to support a wide range of learning needs and to ensure that most groups make similar good progress to others. A rich range of extra-curricular activities enriches the curriculum well and appeals to a wide range of pupils, including those keen on sports, art, languages and extension activities for the gifted and talented. A good range of visits and visitors further enriches the opportunities for learning.

Care, guidance and support are excellent. The support work with families in need of some help or with pupils who find themselves in difficult situations is excellent. A wide range of support is available through a number of sources, not least of all, the inclusion manager. Pupils express total confidence in the advice and support they receive from staff members. Pupils are well cared for in the before- and after-school care provision such as the breakfast club. The attention shown to children's welfare in the out-of-hours care in Little Colliers is good. Safeguarding procedures are good. Many aspects are excellent, but some roles in relation to child protection are not yet clearly defined.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

In the short time since being in post, the headteacher, very competently supported by the deputy headteacher, has managed to secure the support of both staff and governors in moving the school forward. In questionnaires, all staff members agree that they are proud to be on the staff at this school and an exceptionally high proportion know what they are trying to achieve as a group. This shared ambition for excellence is one of the driving forces that make the staff open to monitoring, accepting and acting upon advice and opportunities for professional development. Robust monitoring of teaching has led to an improvement in its quality, further enhanced by pupil performance reviews in which teachers are held accountable for the progress of their pupils.

Governance is good. Governors are more involved in the school under current leadership and their expertise is used to support school development. They are challenging, yet supportive, some governors being more confident to challenge than others. The governing body is fully involved in the strategic development of the school and becoming increasingly involved in monitoring and evaluating the effectiveness of its operations. Community cohesion is good. The school does some excellent work in

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relation to its own and local communities, but plans to develop overseas links are in the early stages of development. The school has clear plans for improvement in this area and already evaluates its provision. Equality of opportunity is good overall. Inclusion work is excellent and ensures all pupils have the opportunity to make similar progress. However, there is some work still to do in ensuring higher attaining pupils at Key Stage 1 fully achieve and ensuring the two nursery provisions are equally well resourced.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

All children, including those with special educational needs and/or disabilities and those who do not speak English as their first language, progress well in both the nursery and reception classes. However, the overall low starting points on entry mean that many do not achieve the Early Learning Goals when they transfer into Year 1. Good relationships exist between adults and children and between children themselves. Children play and learn well in a range of different contexts, on their own or alongside others in free flow activities or in more structured learning situations. Their levels of motivation and interest grow consistently and they learn to take on more responsibility as they get older.

Staff members have a good understanding of how young children learn and develop. The environment is welcoming and well planned, enabling a good balance of learning opportunities. Good planning based on precise assessment and observations of children's work means that activities match individual children's needs well. Behaviour is managed well and children soon learn to know what is expected of them. Because of this and learning opportunities being interesting and stimulating, the Early Years Foundation Stage provides a calm, productive and structured learning environment in

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which children enjoy learning and feel safe. Strong links with parents are effective in further promoting good learning and well-being. Parents are delighted with this provision. One parent summed up her feelings reflecting the positive views of many others, when she wrote, 'Every day there is a variety of activities to do and always lots of learning activities. I always know my daughter is being so well looked after. It is a pleasure to send her here.'

Leadership and management are delivered through a team approach and are outstanding. The Early Years Foundation Stage leader has established an effective network of leadership, with personnel at different levels having clear roles and responsibilities and with lines of accountability. Together with effective governance of the Early Years Foundation Stage, this ensures that arrangements for children's well-being are all in place and children's needs consistently met. Although there are some improvements still to be made in relation the development of resources at Little Colliers, the Early Years Foundation Stage leader has been highly effective in setting up an exceptionally rich learning environment for nursery and reception children in the main school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents have very positive views about the school and the high return of questionnaires represents a good level of parental satisfaction with what the school is doing. Parents expressed a few concerns, mainly to do with ensuring more able pupils achieve their potential and about not being informed about school events soon enough. The inspectors agree that some pupils capable of doing harder work could be challenged more in class, but found no reason to have concerns about the information provided by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colley Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 313 completed questionnaires by the end of the on-site inspection. In total, there are 584 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	160	51	149	48	2	1	1	0
The school keeps my child safe	173	55	137	44	2	1	0	0
The school informs me about my child's progress	134	43	157	50	14	4	5	2
My child is making enough progress at this school	135	43	157	50	16	5	1	0
The teaching is good at this school	142	46	157	50	10	3	0	0
The school helps me to support my child's learning	126	40	157	50	24	8	1	0
The school helps my child to have a healthy lifestyle	127	41	176	56	7	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	97	31	177	57	18	6	4	1
The school meets my child's particular needs	126	40	163	52	16	5	1	0
The school deals effectively with unacceptable behaviour	97	31	180	58	25	8	2	1
The school takes account of my suggestions and concerns	104	33	175	56	19	6	4	1
The school is led and managed effectively	113	36	162	52	13	4	5	2
Overall, I am happy with my child's experience at this school	148	47	156	50	7	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 July 2010

Dear Pupils

Inspection of Colley Lane Primary School, West Midlands, B63 2TN

Thank you very much for welcoming us into your school during its recent inspection. We all agree with your views, that Colley Lane is a good school and like you, we enjoyed being there, even if for only a short time.

We think that the school has improved quite a lot since the last inspection and under the guidance of the headteacher and other teachers we feel the school is very well-equipped to improve a great deal more. Of course, this will not happen without your cooperation and help. Your behaviour and attitudes to school and learning are outstanding. You all get on so well together so that all pupils feel very safe in school and really enjoy being there. These are important factors in the school's success. Because of this, your progress is improving and standards in subjects are rising.

It is clear that you enjoy lessons a lot and your teachers make sure that almost all of you make good gains in your learning. We were very impressed by the growing skills some of you show in assessing how well you have done in lessons. We were also impressed by how well you know what you have to do to improve your writing. This is a very useful skill to help you improve further.

Some of you in Key Stage 1 are able to do harder work. We have asked your teachers and governors to make sure that you are given more challenging work in lessons so you reach your full potential. We have also asked the school to improve equipment and the accommodation in Little Colliers so that it matches the high quality in the main school nursery.

We wish you all the best for the coming years and look forward to reading about further improvements.

Yours sincerely

David Speakman

Lead inspector

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