

# Coldean Primary School

## Inspection report

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<b>Unique Reference Number</b>	114384
<b>Local Authority</b>	Brighton and Hove
<b>Inspection number</b>	338349
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Robin Gaff

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Patrick Lowe
<b>Headteacher</b>	Stuart McConnachie
<b>Date of previous school inspection</b>	16 May 2007
<b>School address</b>	Selham Drive Brighton BN1 9EL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 17 lessons and 10 teachers. They held meetings with staff, pupils, parents and governors. Inspectors scrutinised the school's own analysis of pupils' attainment and progress. They observed the school's work, and looked at planning and evaluation documents, as well as questionnaires completed by pupils and staff. A total of 109 questionnaires completed by parents and carers were received and analysed.

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

- the attainment of current Year 6 pupils, and the quality of their learning and progress in the classroom
- the extent of the school's success in improving pupils' attendance and reducing persistent absenteeism
- the impact of new developments in the curriculum, such as the new house system, on progress and well-being
- the effect that partnerships with other schools and organisations are having on pupils' learning and development.

## Information about the school

Coldean Primary School is larger than average. Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is above the national average. Their additional needs are varied and include speech and language delay and other learning difficulties. Most pupils join the pre-school nursery and this, together with the Reception class, forms the Early Years Foundation Stage. The headteacher has been in post since September 2009. A Children's Centre and playgroup, managed by an external provider, opened in 2008 on the school premises. These are subject to separate inspection arrangements.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Coldean Primary is an outstanding school which provides highly memorable experiences for its pupils and makes learning exciting and enjoyable. It has successfully built on the strengths identified by the last inspection, with the result that many aspects of pupils' personal development are now outstanding. The school has introduced numerous innovations in classroom practice. Pupils and staff talk enthusiastically about the 'Stunning Starts' with which they begin new topics, for example when a class travelled through a 'time tunnel' to visit ancient Greece. 'Fabulous Finishes' have been developed to give topics exciting endings. For instance, an Early Years Foundation Stage project on fairy tales culminated in the 'King of Coldean Ball'. Productive links with other schools and local organisations have enabled the school to develop its provision for modern foreign languages. For example, Year 6 pupils relish developing their footballing as well as their French skills in lessons taught jointly by a specialist language teacher and a coach from the local professional football club.

This year's introduction of a house system has given pupils many opportunities to take on responsibility and make an excellent contribution to the school community. House captains and vice-captains lead assemblies and encourage their fellow pupils to compete for awards and bring credit to their houses through their good behaviour and attendance. This has had a markedly positive impact on many pupils' attitudes to school. Pupils' outstanding behaviour contributes to their good learning in the classroom, as well as to their excellent social and moral development.

The overwhelming majority of parents and carers are delighted with the care that their children receive. The parents of one Year 6 boy said, 'My child has received fantastic support throughout his time at Coldean, and has been well prepared for high school. We are just sorry he has to leave'. The school has developed a close working relationship with the new Children's Centre, which helps to ensure that children settle in very quickly when they join the school. A number of courses and special events have been introduced to enable parents and carers to work closely with the school and to help their children to succeed. For example, the school has provided workshops to help parents and carers to develop their children's mathematical skills. This is one of the factors underpinning the dramatic rise which has taken place this year in pupils' attainment in mathematics in Key Stage 2. The school has worked tirelessly to improve pupils' attendance, deploying a number of strategies which have resulted in a rise in attendance of those individuals and groups who have caused the most concern, including persistent absentees.

Pupils, including those who have special educational needs and/or disabilities, make better than expected progress because of the good teaching they receive. Many join the

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school with skill levels that are well below those found nationally. By the time they leave, their attainment is in line with national averages. The school monitors pupils' progress extremely carefully. It identifies those who are at risk of underperforming and provides well-tailored additional support, both in the classroom and in small group and one-to-one sessions. Teachers make good use of a range of techniques including questioning to develop pupils' understanding as well as pair and group work. Most lessons include activities that are well matched to pupils' abilities and interests. Pupils talk confidently about the work they are doing and what they hope to achieve, but teachers do not always give them sufficiently detailed advice for them to know exactly what to do next to improve their work.

The new headteacher has succeeded in communicating his infectious enthusiasm to staff and pupils alike. He has further developed the school's already strong relations with the local community and with parents and carers. High levels of commitment, drive and ambition for improvement are evident in leaders at all levels. Self-evaluation is extremely rigorous and planning focuses very strongly on further raising pupils' attainment. These factors demonstrate the school's outstanding capacity for further improvement.

**What does the school need to do to improve further?**

- Raise pupils' attainment from broadly average to above average by increasing the proportion of outstanding teaching throughout the school, by
  - making sure that all lessons include sufficiently varied activities to meet the needs of all the pupils
  - ensuring that teachers' marking always provides pupils with sufficiently detailed advice so that they know the next steps to take to improve their work.

**Outcomes for individuals and groups of pupils****1**

In recent years, pupils' attainment has been low in relation to national averages. However, it has risen considerably, particularly in English and more recently in mathematics, and is now average. Pupils make good progress from their starting points, with no significant variations between different groups. They learn particularly well when they are given interesting and varied things to do. For example, in an outstanding Year 6 mathematics lesson, they made excellent progress in learning to double and partition series of numbers because the teacher set them clear targets, gave them tasks that were well suited to their different abilities and constantly checked their understanding and progress. The teacher also used signing effectively so that deaf pupils were fully included in the lesson and made as much progress as their peers.

Pupils say they feel extremely safe at school because bullying is very rare and is dealt with very effectively by adults, as well as by other pupils, when it does occur. Pupils understand how to use the internet safely and many of them take part in the 'bikeability' programme which helps them to appreciate the dangers as well as the advantages of

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cycling to school. They show an excellent understanding of health-related issues. This is demonstrated by their very good take-up of healthy school meals and their high participation in after-school and inter-school sporting activities. Pupils benefit from many opportunities to take on responsibility, for example as buddies, play leaders or members of the school council, which enables them to develop good leadership and teamworking skills. This, together with their sound grasp of basic skills including information and communication technology, gives them a good preparation for future learning and employment. Pupils are rightly proud of the large sums of money they raise for a wide range of local, national and international charities. They gain an excellent appreciation of different religions and cultures, for example when a Muslim pupil jointly led an assembly which emphasised cooperation as well as different ways of marking religious observance.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Teachers plan their lessons carefully and most proceed at a good pace. Teaching assistants are well deployed so that they effectively support individuals and groups,

<sup>1</sup> 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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including pupils who have special educational needs and/or disabilities, in whole-class and group activities. In a few lessons the range of activities is not sufficiently varied to enable all the pupils to make the progress of which they are capable. The curriculum includes many opportunities for pupils to have memorable experiences. For example, Key Stage 1 pupils' appreciation of the 'Billy Goats Gruff' story was greatly enhanced when three real goats were brought into the school. They learn about the natural world by taking care of the school chickens as well as their class guinea pigs and growing vegetables in the school garden. Pupils' writing has improved because tasks are frequently linked to topics they are studying, for example in history when they compiled diaries of Roman children. Their knowledge and understanding of rights and responsibilities has been developed by the new house system and also by visitors to the school such as the community police officer. Pupils' creative skills, together with their understanding of opportunities for recycling, were boosted when they built a greenhouse made from transparent plastic bottles. A wide variety of well-attended extra-curricular activities, including drama, circus skills, cheerleading and working with animators, appeal to a very wide range of pupils' interests.

Excellent links with pre-schools as well as local secondary schools help to ensure pupils make smooth transitions. The school has developed an extensive network involving a large number of welfare organisations, which enables it to provide exceptional support for potentially vulnerable pupils. It has also been very successful in integrating pupils whom it has welcomed following managed moves from other schools. The school has developed extremely effective systems for promoting good behaviour, with the result that exclusions are very rare. Parents and carers are welcomed into the school on many occasions. Their participation in school events has increased thanks to improved methods of communication such as text messaging, regular newsletters and the school's new website.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, ably supported by his senior leadership team, is passionate about raising expectations for pupils and staff still further. Leaders have an exceptionally accurate view of the quality of teaching throughout the school and have acted decisively to improve it. Senior and middle leaders work extremely well together because they have clearly allocated roles and responsibilities which are understood by all. Staff

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expertise, as, for example, literacy and behaviour specialists, is also having a positive impact on pupils in other settings through their work with other local schools. The governing body shares school leaders' commitment to improve outcomes for pupils still further. It has recently experienced a number of changes in personnel and organisation and has increased its capacity to support and challenge leaders effectively. Governors have a good understanding of their responsibilities with regard to safeguarding children, for example concerning vetting staff appointments. Arrangements for safeguarding are secure, and staff show a very good understanding of child protection issues.

The school is fully committed to and highly successful in promoting equality of opportunity and community cohesion, and tackling discrimination. The school has received several commendations for its work in this area, for example for its successful inclusion of Traveller children. It is a happy and harmonious community where pupils from different backgrounds and with different abilities relate extremely well to one another and make equally good progress. Racist incidents are very rare and are tackled firmly and effectively if they do occur. Pupils' different cultures, including the 19 different languages spoken in the school, are celebrated so that they gain an extremely good understanding of each other's traditions. They also acquire a very good knowledge and appreciation of life elsewhere in the United Kingdom through the 'Brighton and Britain' topic and through a number of projects linked to different countries around the world.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**



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

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Children join the Nursery class with levels of skill and development that are often lower than expected for their age. They make good progress in all areas, but particularly in personal and social development. Children learn to play safely and cooperatively together, and enjoy experimenting with a range of stimulating materials and resources, which give them good opportunities for messy and creative play. They gain a good understanding of healthy food by growing their own vegetables and consuming them at snack time. Staff do not always adapt group activities to meet the needs of all the children. In the Reception classes children enjoy listening to and making up their own stories, and learn to link sounds to letters because teachers establish effective routines for learning. Adults provide a safe, happy and welcoming indoor and outdoor learning environment for children. They know the children well and make good use of observations in order to plan for their learning and development. Whole-class activities, however, do not always provide sufficient challenge for higher-attaining children. Leaders show an excellent understanding of Early Years Foundation Stage requirements and of the setting's strengths and weaknesses. They are passionately committed to providing the best possible experiences for the children and systematically monitor their progress. Leaders are working successfully to engage parents more closely in their children's learning and development, and to help them overcome the barriers that some of them face.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 and carers are highly supportive of the school and most are pleased with their children's experience. Very few of the questionnaires received included any adverse written comments. Most parents and carers who responded say their children are happy, healthy and safe at the school and agree that it helps them to support their children's learning. Almost all believe that the school meets their children's needs, is led and managed well and takes account of their suggestions and concerns. Most parents and carers are content with the quality of teaching and feel they are well informed about their children's progress. A few are not convinced that the school deals effectively with unacceptable behaviour. However, inspectors judged pupils' behaviour outstanding and found that the school deals extremely effectively with any unacceptable behaviour.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coldean 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	76	25	23	0	0	1	1
The school keeps my child safe	77	71	29	27	2	2	1	1
The school informs me about my child's progress	65	60	42	39	1	1	1	1
My child is making enough progress at this school	72	66	33	30	1	1	2	2
The teaching is good at this school	79	72	26	24	2	2	1	1
The school helps me to support my child's learning	76	70	30	28	2	2	1	1
The school helps my child to have a healthy lifestyle	62	57	44	40	1	1	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)	56	51	40	37	1	1	1	1
The school meets my child's particular needs	60	55	47	43	1	1	1	1
The school deals effectively with unacceptable behaviour	52	48	50	46	3	3	1	1
The school takes account of my suggestions and concerns	58	53	47	43	4	4	0	0
The school is led and managed effectively	68	62	38	35	1	1	1	1
Overall, I am happy with my child's experience at this school	81	74	24	22	2	2	2	2

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 May 2010

Dear Pupils

Inspection of Coldean Primary School, Brighton BN1 9EL

Thank you very much indeed for the warm and friendly welcome you gave the inspectors when they visited your school recently. We found what you had to say very helpful, and we want you know what we found out about your school.

The way you behave and contribute to the school, as well as the exciting opportunities for learning and the care it gives you, help to make your school outstanding. Well done! You told us a lot about the ways in which the school makes learning fun. We were very impressed by how well you get on with one another. You say you feel very safe in school because the adults take care of you so well. Your understanding of healthy lifestyles is excellent. You help one another a lot by acting as play leaders or house captains or joining the school council. You understand and value the different traditions that pupils come from, and learn a great deal about various ways of life in this country and around the world.

You make good progress at school because your teachers give you interesting things to do, and most of you reach the expected levels in your work. Your excellent behaviour helps to make lessons go well. Teachers help you to learn by, for example, giving you chances to write about interesting things you have studied in different subjects such as history. The adults in the school take extremely good care of you. They help you to settle in well, and give plenty of extra support to those of you who need it most so everyone can succeed.

The headteacher, staff and the governors are all working very hard to help everyone to do well. We have asked them to make this excellent school even better by making sure that all the teachers:

- include enough different activities in lessons to meet everyone's needs
- give pupils enough detailed written advice to help them improve their work.

We wish you all the very best for the future!

Yours sincerely

Robin Gaff

Lead inspector

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