

# Colgate Primary School

## Inspection report

---

<b>Unique Reference Number</b>	125825
<b>Local Authority</b>	west sussex
<b>Inspection number</b>	340845
<b>Inspection dates</b>	17–18 November 2009
<b>Reporting inspector</b>	Eileen Chadwick

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Bantin
<b>Headteacher</b>	Katherine Scott
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Blackhouse Road Colgate Horsham RH13 6HS
<b>Telephone number</b>	01293 851254
<b>Fax number</b>	01293 851165
<b>Email address</b>	office@colgate.w-sussex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 November 2009
<b>Inspection number</b>	340845

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at its improvement plans, assessment records, pupils' work, curriculum plans, safeguarding and welfare procedures.

The 71 parent questionnaires were also examined.

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

- Children's attainment on entry to the Early Years Foundation Stage and their progress in Reception, including that of more capable children.
- The evenness of pupils' progress in Key Stage 1 and 2, especially that of lower-attaining and more capable pupils.
- The consistency of good teaching across the school and its impact on pupils' progress.
- The effectiveness of leaders in securing consistent improvement.

## Information about the school

The school serves a mixed area which includes the local village and surrounding area. The school is smaller than most schools and has five mixed-year classes. Pupils are mainly White British. The proportion of pupils with special educational needs and/or disabilities is average and these pupils mainly have literacy or numeracy difficulties or behavioural and emotional needs.

The number of pupils attending the school is a little higher than when previously inspected. A period of building work, extending over nearly a year, has recently been completed, with most classes disrupted at some point. There have also been interruptions to the senior leadership team because of the longer term absence of a senior leader. The school has gained Activemark and Healthy School awards.

Children start school in the Early Years Foundation Stage Reception class.

**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?**

**3**

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

**3**

## Main findings

### Main findings

Colgate Primary is a satisfactory school and some aspects of its work are good. It is improving and the strong ethos and happy atmosphere are supported by firm partnerships with parents and the community. Excellent relationships and good standards of care also help to promote pupils' good personal development and behaviour. The exciting curriculum stimulates pupils' enthusiasm for learning and helps them to lead safe and healthy lives and to enjoy working and playing together.

The headteacher provides strong leadership and it is to the staff and governors' credit that the school has maintained its calm atmosphere during the period of building improvement. These have been very worthwhile and pupils learn in a safe, attractive and orderly environment and thoroughly enjoy school. Parents are often pleased with the school and one wrote, 'The school is very well run and teachers' lovely ideas make teaching for children interesting and enjoyable.'

Pupils' academic achievement is satisfactory. Those in the Early Years Foundation Stage get off to a satisfactory start and do well in reading. However, too few reach higher levels in their mathematical development. Satisfactory progress continues through the rest of the school. In the most recent teachers' assessments for Year 2 pupils, standards were average in reading, writing and mathematics but few pupils reached the higher levels. By Year 6 standards are average overall with strengths in reading, which is above average. The school's emphasis on improving reading provision is speeding up pupils' overall progress. Pupils learn to write fluently for a range of purposes, with good vocabulary, but spelling and punctuation are weaker aspects and prevent standards rising more quickly. In mathematics a few more capable and lower-attaining pupils should do better. Science standards are much better this year due to a revised curriculum. Pupils with special educational needs and/or disabilities achieve satisfactorily.

Teaching and learning are satisfactory. Within this, some teaching and learning are good, but there is not yet enough that is consistently good throughout the school. The school has rightly identified the need to increase opportunities for teachers to model lessons and share good practice with each other. Lively lessons capture pupils' interest but in a few lessons work is not so well matched to pupils' capabilities. The work given to more capable pupils is sometimes not challenging enough. Equally, work can occasionally be too hard for lower-ability pupils. Pupils are given clear targets and advice for improving their work and they value this.

The headteacher's vision is firmly embedded in the school and shared by the highly

**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

motivated staff. The senior leadership team work in close partnership and are beginning to pick up the pace of school improvement after building and staffing disruption. The school's satisfactory capacity to improve is demonstrated by progress since the previous inspection in reading, science, the curriculum and to the learning environment.

Self-evaluation is satisfactory. Systems for observing and evaluating teaching by school leaders are thorough, although staffing changes mean that middle leaders are not yet monitoring the quality of teaching and learning enough to help them to evaluate the provision in the subjects that they are responsible for. This includes checking assessments in order to determine the progress of both individuals and groups. Leaders' evaluations are hampered by the assessment tracking systems, as they are not organised in a way that helps school leaders, staff and governors to easily check pupils' attainment and to judge the progress pupils are making towards their academic targets. Governors' support is strong, although their checks on academic progress are not as thorough as other areas.

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

- Raise standards in English and mathematics by:
  - rigorously monitoring the progress of more-capable and lower-ability pupils to ensure their attainment is more even between subjects by Year 6
  - increasing the proportions reaching higher levels of attainment in the Early Years Foundation Stage in their mathematical skills
  - helping the most-able pupils in Key Stage 1 to reach higher levels in reading, writing and mathematics
  - improving standards in writing by giving more attention to teaching spelling and punctuation.
- Increase the proportion of good and better teaching by:
  - increasing opportunities to share good practice
  - making better use of assessment to ensure that work is closely matched to pupils' capabilities so that they make good progress.
- Sharpen management systems for critically evaluating the impact of teaching and learning on pupils' attainment and progress by:
  - developing a clearer system for leaders, staff and governors to check pupils' progress towards their attainment targets in each year group
  - developing middle managers' skills in observing teaching and evaluating data to check how well different groups of pupils and individuals are doing.

**Outcomes for individuals and groups of pupils****3**

Effective routines ensure pupils settle quickly and are ready to learn. They say they feel safe and enjoy their learning because of the way teachers make lessons interesting. In the lessons seen, pupils were observed to be making satisfactory progress and their

**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

good behaviour contributed well to their learning. When work is well matched to their range of abilities, they sustain concentration very well and work very productively. In a good mathematics lesson in Years 4 and 5, pupils learned well because of the successful build-up of skills over time for all abilities. Practical starting points through computer work on shape and pupils' own accurate measurement when constructing triangles made their subsequent numeracy activities very meaningful. Pupils quickly learned to calculate using decimals and to interchange decimals with fractions because they were encouraged to apply skills from different areas of mathematics. Pupils' wide ranging abilities were well catered for through good use of assessment and staff's expertise in group teaching.

There are no significant differences between the attainment of boys and girls. However, in Key Stage 2 the differences in attainment for individuals in different subjects prevent standards rising more rapidly. Improving standards at the end of the Early Years Foundation Stage mean that pupils now enter Year 1 better prepared for Key Stage 1, although standards in mathematics are still not high enough for more-capable pupils. The legacy of past lower-than-average attainment, as children enter Key Stage 1, has largely been addressed by Year 2, although more remains to be done to raise standards for more-capable pupils. A strong focus is being given to improving writing, which pupils enjoy because tasks are relevant and creative and factual writing is often linked with topics and practical work. However, weaknesses in spelling and punctuation prevent standards rising more rapidly.

Pupils respect their teachers and other adults who work in the school and are very polite, friendly and courteous to visitors. They are responsible and mature in the way they work in groups and make decisions together. They play key parts in contributing to the work of the school and their community, for example through the school council and playground pals, where they help to organise break-time games, fund-raising and charity work. Pupils have good awareness of different cultures and religions. Pupils' satisfactory achievement in basic skills and good attendance means they are soundly prepared for the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

<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.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers are well organised and have high expectations of pupils' personal development. They are energetic and enthusiastic and work very closely with their assistants, including when they are supporting pupils with special educational needs and/or disabilities. They make good use of resources such as interactive whiteboards, practical resources and visual images to bring learning alive. They use a wide range of approaches, which enable pupils to learn through active participation as well as through listening and watching. Rooms and other spaces are bright and organised well so displays support pupils' learning. Although assessment is satisfactory in helping pupils to make satisfactory progress, assessment procedures are not always used sufficiently well to help teachers to plan lessons for pupils' wide-ranging attainment in each class. There is a clear focus on English for most pupils, although teachers do not always spend enough time directly teaching the basics in literacy, especially to the younger or lower-attaining pupils.

The curriculum is creative and teachers plan activities that cross subject boundaries to make learning relevant. Throughout the school there are strong examples of the development of pupils' creativity through art and design. Outside visits, visitors and drama provide practical starting points and there are some particularly good art, history and literacy links. For example, when studying the Romans, pupils in Years 3 and 4 have written very thoughtfully from the perspective of a person living in Pompeii at the time of the eruption of Vesuvius. The curriculum is complemented by a good range of after-school clubs and strong partnerships with other schools.

Strong care, support and guidance contribute effectively to the personal development and well-being of all pupils. The school has good partnerships with outside specialists, for example for pupils with emotional and behavioural difficulties, to ensure pupils' welfare and learning needs are well met. Staff work hard to provide for the needs of pupils who are vulnerable.

*These are the grades for the quality of provision*

**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

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders work in close partnership and staff morale is high. School leaders, governors and staff are ambitious for the school and achievement of the pupils. The school is active in tackling discrimination and promotes equality of opportunity satisfactorily. Leaders know that in order to raise standards still further, the progress of different ability groups needs further focus, so that all groups do equally well.

There are agreed leadership responsibilities for subjects and key aspects across the staff. However, the need to address a legacy of past underachievement and staff changes have meant that senior leaders undertake most of the monitoring of teaching and evaluation of pupils' assessments. Leaders have identified the need to extend the roles of middle managers so that they play a stronger part in raising pupils' achievement, especially by monitoring teaching and learning. There are adequate systems for tracking pupils' progress but they are not fine-tuned to make it easy to quickly evaluate pupils' attainment and check how well they are meeting their targets. This prevents more rigorous analysis of how well individuals and groups are doing. Also, it means that there is not always a really quick response to concerns if groups have made slower progress.

Governors have managed the building improvements well and work hard for the school. They provide good support and satisfactory challenge. They fulfil all their statutory duties effectively and ensure the school is well resourced. Governors have a clear understanding of the school's overall strengths but a less detailed knowledge about pupils' progress and achievement.

There are robust procedures for safeguarding. Community cohesion is satisfactory. Pupils develop a clear understanding of the school, local and global community and have a growing understanding of the national community. Leaders have yet to fully evaluate the effectiveness of their provision on outcomes for community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<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>3</b>



**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

<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children are taught in a mixed-age Reception and Year 1 class. They join the Early Years Foundation Stage in Reception with skills and understanding that are broadly at the levels expected for their age. Children are warmly welcomed into this secure, friendly environment and good links with parents and pre-schools help children to quickly settle. Children are very well cared for. Satisfactory teaching and a range of interesting activities ensure that the majority reach the goals expected for their age on entry to Year 1. Children do well in reading, in which standards are above average by the time they enter Year 1. Children were also observed to be making good progress in their writing. Both provision and standards have considerably improved over the last few years, although there is more to do to increase the number of children reaching higher levels, especially in their mathematical development. Children's personal, social and emotional development is promoted well. They become confident and independent by working and playing together, taking turns and sharing resources.

The learning environment has recently been improved, including the outdoor area which is used for learning across the whole curriculum. However, when the whole class are gathered, teaching does not always meet the needs of Reception children when the content being taught is more suitable for the older children in the class. There is a good range of resources to support learning through play, although adults do not always intervene enough to take children's learning forward, for example through role play.

Staff work well as a team and also with parents, who speak positively about the Early Years Foundation Stage. There are detailed assessment systems and pupils' progress is carefully tracked. More-capable children are quickly identified in reading and writing but there is not enough evaluation of whether more-capable children are always doing as well as they can in other areas.

**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

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### **Views of parents and carers**

The majority of parents rate the school highly. They really appreciate the standards of care their children receive, the welcoming atmosphere and the positive relationships between teachers and pupils. They are full of praise for the impact the headteacher has made on the school since her appointment four years ago. A minority of parents felt their children could learn more rapidly or that work was sometimes hard for those children who find learning more difficult. Overall, parents' and carers' views reflect the inspection findings. Several parents expressed concern about the temporary teaching arrangements in Years 5 and 6 due to necessary staff absence. This situation is being resolved as fast as possible and the headteacher is closely monitoring children's learning to ensure they are not held back.

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

Ofsted invited all the registered parents and carers of pupils registered at Colgate 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	63	24	34	1	1	0	0
The school keeps my child safe	46	65	25	35	0	0	0	0
The school informs me about my child's progress	37	52	27	38	1	1	5	7
My child is making enough progress at this school	37	52	28	39	4	6	2	3
The teaching is good at this school	39	55	29	41	2	3	1	1
The school helps me to support my child's learning	34	48	30	42	6	8	1	1
The school helps my child to have a healthy lifestyle	28	39	41	58	2	3	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)	26	37	36	51	2	3	1	1
The school meets my child's particular needs	38	54	24	34	6	8	2	3
The school deals effectively with unacceptable behaviour	28	39	33	46	6	8	1	1
The school takes account of my suggestions and concerns	32	45	35	49	2	3	1	1
The school is led and managed effectively	47	66	20	28	2	3	1	1
Overall, I am happy with my child's experience at this school	46	65	20	28	3	4	2	3

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



18 November 2009

Dear Pupils

Inspection of Colgate Primary School, Colgate, Horsham RH13 6HS

Thank you very much for welcoming us to your school. We enjoyed talking with you and your teachers. You are a credit to yourselves and the school ' well done! This letter is to tell you what we found out about your school.

The school provides you with a sound education and here are some of the things we found out.

- By Year 6 you reach above-average standards in reading and you are doing well in science.
- Those of you in Reception make good progress in reading and writing.
- You help to make your school a special place because you behave well, are very polite and are very helpful.
- You understand how important it is to keep fit and healthy and enjoy sport.
- You really enjoy art and do some good work.
- You have many interesting learning opportunities, including visits, visitors and clubs.
- Staff take very good care of you and keep you safe.
- The headteacher, all the staff and governors work hard and want the best for all of you.

This is what we are asking your school to do to improve:

- Help some pupils reach higher standards in English and mathematics, and help you to improve your spelling and punctuation.
- Make sure your work is never too easy or too hard.
- Improve systems for school leaders, teachers in charge of subjects and governors to keep a closer check on how well you are doing.

We hope you will continue to enjoy school and continue to work hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**