

Colerne CofE Primary School

Inspection report

Unique Reference Number	126316
Local Authority	Wiltshire
Inspection number	340958
Inspection dates	25–26 May 2010
Reporting inspector	Chris Kessell

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Alison Turnbull
Headteacher	Rob Parsons
Date of previous school inspection	20 March 2007
School address	Quarry Lane Chippenham SN14 8DU
Telephone number	01225 742367
Fax number	01225 743684
Email address	admin@colerne.wilts.sch.uk

Age group	4–11
Inspection dates	25–26 May 2010
Inspection number	340958

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and 10 teachers were seen working with pupils. Meetings were held with groups of pupils, members of staff and representatives from the governing body. Inspectors observed the school's work, and scrutinised a range of documents including the school development plan, school assessment and tracking data, monitoring and evaluation evidence and pupils' work. Seventy eight parental questionnaires were received and analysed.

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

- evidence to substantiate the school's view that learning and progress are good and that gaps in progress between pupil groups have been closed
- improvements in Early Years Foundation Stage provision since the last inspection
- key features in the care and support provided for pupils against a background of high mobility.

Information about the school

The school is slightly smaller than average and situated in a rural area of Wiltshire. Most pupils are from White British backgrounds although there are a few pupils from minority ethnic groups. There are no pupils at the early stages of learning English. About 40% of pupils have parents who work at the nearby military base and are members of the armed forces. The proportion of pupils who leave or join the school midway through their primary education is higher than usual. The percentage of pupils with special educational needs and/or disabilities is below average. There have been significant changes to the teaching staff since the school was last inspected.

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

2

Main findings

Colerne Church of England Primary is a good and rapidly improving school where pupils enjoy their education. It has a number of outstanding features including the high quality care, guidance and support offered to pupils and the leadership of the headteacher. Recent improvements in pupils' learning and progress and their attainment indicate that the school has a good capacity to maintain its improvement. Self-evaluation is extremely accurate. Staff and governors have a good understanding of how well the school is doing and what needs to be done next. The headteacher provides a strong and clear sense of purpose and strong teamwork between the headteacher, staff and governing body is a notable feature of the school's good leadership and management. Parents are extremely supportive and the school's relationships with all parents and carers are very positive.

Attainment has been broadly average for the last few years at the end of both key stages. This is improving and current standards in Year 6 are above average, and pupils are making good progress. Staff want the best for each child and nothing is undertaken at the school unless it benefits the pupils. Assessment and tracking systems are very rigorous and the staff are able to identify very quickly any pupil or group of pupils that need additional support or help. This has ensured that any gaps in progress, between different groups, have been reduced and reflects the school's outstanding promotion of equal opportunities. Pupils make good progress because most teaching is good, and, at times, better. Very occasionally, teaching is satisfactory because insufficient attention is paid to ensuring that all pupils are sufficiently engaged or because higher attaining pupils are not challenged enough. Children get off to a good start in the Early Years Foundation Stage. This provision has improved since the school was last inspected.

Because excellent attention is given to all aspects of care, guidance and support, the development of pupils' personal qualities has many strengths. They have an excellent understanding of how to keep safe and of the need for healthy lifestyles. Attendance is above average and behaviour is good. Pupils work well together and listen carefully to the views of others. They are confident in asking questions and talking about their work. All pupils are able to learn and develop confidence, regardless of their individual circumstances. The school is a very harmonious and cohesive community. Pupils have a good understanding of the differences that exist between different groups of people in modern society. They are extremely respectful of these differences. Spiritual, moral, social and cultural development is outstanding. The school has developed a good plan to develop overseas links but opportunities for pupils to engage with those living in contexts which are different to their own in the United Kingdom are more limited.

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

What does the school need to do to improve further?

- Improve the few lessons that are satisfactory by ensuring that all pupils are sufficiently engaged and interested in their learning and that higher attaining pupils are always challenged. Provide more opportunities for pupils to engage with others living in different contexts to their own in the United Kingdom.
- Provide more opportunities for pupils to engage with others living in different contexts to their own in the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They work well independently as well as together. Pupils in Years 5 and 6, for example, discussed the changing role of men and women in society maturely and sensibly. Years 3 and 4 pupils made accurate observations and recorded their scientific ideas as they studied how soil mixed with water. The school's data, lesson observations and pupils' work confirm that all pupils make good progress and achieve well. This includes pupils with special educational needs and/or disabilities and those from minority ethnic groups. Pupils' individual needs are well catered for and the school successfully uses a range of strategies and initiatives for individuals and groups to ensure that they all make good progress. There is no complacency. Pupils' progress is slightly slower in mathematics when compared to reading and writing and will be a school focus in the next academic year.

Pupils behave considerately towards each other and are very responsive to any guidance provided by staff about how to conduct themselves. New arrivals settle quickly because pupils go out of their way to welcome and support them. Pupils show a sense of enjoyment about all that they do at school and talk excitedly about their school experiences. They show a refined and mature understanding of different cultures and beliefs and intelligently discuss diversity. Pupils willingly take on responsibility and play a very constructive role in the school. They influence decisions about school life such as the development of a new dining room. Pupils' attainment and very good social skills prepare them well for the future. Pupils have a very good understanding of what constitutes an unsafe situation.

These are the grades for pupils' outcomes

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

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

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	2
The extent to which pupils adopt healthy lifestyles	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The enthusiasm and challenge offered to pupils by the teachers contribute to their good progress. Every lesson is characterised by exceptionally strong relationships between pupils and adults. There is a very positive atmosphere for learning across the school. Support by teaching assistants and other adults is well focused and makes a significant contribution to the quality of learning in most lessons. Teachers mostly plan well to meet the needs of the different ages and abilities in each class, effectively using the school's assessment information. Good feedback is offered to pupils about their work during lessons and through teachers' good quality marking. Pupils are good at self-assessing their own work. Clear references are made to pupils' individual targets in English and mathematics to reinforce learning. Very occasionally, the quality of teaching slips when pupils are not engaged sufficiently in their work and higher attainers are not challenged sufficiently. This can slow learning especially in English and mathematics.

□ The school's curriculum is mostly adjusted effectively to meet the needs of different ages and abilities. There is a good focus on developing pupils' skills but in an enjoyable and relevant way. High quality displays found through the school are an indication of pupils' enthusiastic participation in all that the school offers. Enrichment activities are varied and add successfully to the breadth of the curriculum. These include residential and day visits and a wealth of visitors to the school. A very good number of extra-curricular activities are offered to the pupils including clubs for sports, music and film. The school's outstanding arrangements for the care of all pupils contribute significantly to their personal development and well-being and support their learning very well. Support for individual pupils is very well targeted which means they have

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

confidence in the school and its teachers. The school works very well with families and the procedures in place to welcome and support new arrivals are sensitive and very well organised.

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?

The headteacher provides very strong leadership for a well-motivated and relatively new staff team. They all demonstrate a sense of responsibility, ambition and a commitment to continuing to improve the provision for the pupils. The result of this is clearly evident in the improvements made since the last inspection. The governing body is influential in determining the strategic direction of the school and fully involved in evaluating its work. It is as ambitious as the staff. The regular monitoring and support of teaching ensure that it is of good quality overall. The school is a happy, harmonious community in which to work and learn.

The school has very positive relationships with parents and carers and its good links with a wide range of partners contribute significantly to pupils' achievement and well-being. Pupils and families are known very well by staff. Equality of opportunity and tackling discrimination are promoted exceptionally well in all the school's work and has resulted in improvements in pupils' progress and that of individuals and groups. The school has a very thorough understanding of how everyone is doing academically and socially. Rigorous analysis of the school's data on pupils' progress through regular assessment surgeries' means that staff are constantly alert to any variation in achievement and well versed in offering successful support to overcome any weaknesses. School leaders and governors have a good understanding of safeguarding procedures and the school adopts recommended good practice for safeguarding pupils across all areas of its work. There is a good analysis of the school's contribution to community cohesion. Local and international links are strong but the school acknowledges that pupils' engagement with others from different backgrounds at a national level has less of an impact.

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

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	
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	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
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

The Early Years Foundation Stage has improved since the school's last inspection. Children make good progress in all of their areas of learning. They leave Reception with above average attainment although this is yet to have a significant impact on standards at the end of Key Stage 1. Children feel safe and are well looked after. They are confident when working indoors and outside in the fresh air. They enjoy their fruit at snack time. This period during the day is not much of a social occasion as the children wander around with their snacks. Children tidy up sensibly after playing with materials, equipment and toys. They clearly enjoy school and play happily together and independently. Behaviour is good and they are enthusiastic about all that they do. Children are well prepared for Year 1. Lessons are planned well and teaching is focused and clear. Children's progress is recorded systematically across all areas of learning although assessment information is cumbersome and could be streamlined.

Well-qualified staff know the children well and good attention is paid to their individual needs. Indoor and outdoor provision is safe. Leadership and management are good. Induction procedures are effective and the children settle into school quickly.

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	2

Views of parents and carers

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

Parents and carers have very positive views about the school. 'Children are happy, confident and enjoy learning' is a typical comment. Parents and carers were complimentary about the headteacher's leadership and the commitment and professionalism of staff. Inspection findings would support all of these views. A few concerns were raised. These were investigated as part of the inspection process but were not borne out.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Ofsted invited all the registered parents and carers of pupils registered at Colerne Church of England 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	49	63	28	36	1	1	0	0
The school keeps my child safe	49	36	28	36	1	1	0	0
The school informs me about my child's progress	37	47	38	49	3	4	0	0
My child is making enough progress at this school	44	56	30	38	3	4	1	1
The teaching is good at this school	49	63	27	35	1	1	0	0
The school helps me to support my child's learning	42	54	34	44	2	3	0	0
The school helps my child to have a healthy lifestyle	45	58	30	38	3	4	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)	33	42	33	42	5	6	0	0
The school meets my child's particular needs	39	50	36	46	2	3	1	1
The school deals effectively with unacceptable behaviour	29	37	46	59	1	1	0	0
The school takes account of my suggestions and concerns	34	44	40	51	2	3	0	0
The school is led and managed effectively	48	62	30	38	0	0	0	0
Overall, I am happy with my child's experience at this school	50	64	27	35	1	1	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.



27 May 2010

Dear Pupils

Inspection of Colerne Church of England Primary School, Chippenham SN14 8DU

Thank you so much for helping us when we came to inspect your school recently. We enjoyed meeting so many of you and observing you in lessons and in other activities around the school. You made us feel very welcome and our visit very enjoyable. We think that you go to a good school.

You enjoy your learning and taking part in all of the activities that the school provides for you. Your understanding of how to live a healthy lifestyle and staying safe is excellent. You make good progress because teachers work hard to help you to learn. We have asked the headteacher, staff and governors to make sure that you are always focused on your learning and those of you who find your work easy are challenged. All adults in the school take excellent care of you. Your school is well led and managed and is continually improving. The headteacher is an excellent leader. You all get on well together and your behaviour is good. The respect that you show to other religions and people who live different lives to you is excellent. Many of your views are very mature and sensible. We have asked the school to provide you with more opportunities to meet with children from different backgrounds to you so that you can share your ideas.

Best wishes for the future and continue to work hard and enjoy your learning.

Yours sincerely

Chris Kessell

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. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.