



Colebourne Primary School

Inspection Report - Amended

Unique Reference Number 103263
Local Authority Birmingham
Inspection number 286610
Inspection dates 2–3 November 2006
Reporting inspector Bogusia Matusiak-Varley

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

Type of school	Primary	School address	Stechford Road
School category	Community		Hodge Hill
Age range of pupils	4–11		Birmingham B34 6BJ
Gender of pupils	Mixed	Telephone number	0121 4642806
Number on roll (school)	419	Fax number	0121 7897395
Appropriate authority	The governing body	Chair	Sonia Harris
		Headteacher	Vicki Herrick
Date of previous school inspection	21 June 2001		

Age group 4–11	Inspection dates 2–3 November 2006	Inspection number 286610
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Amended Report Addendum

Report amended due to a change to the report following a complaint

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school. More pupils than average speak English as an additional language, the vast majority are fluent, although sometimes impoverished, English speakers. The percentage of pupils with learning difficulties and disabilities is average. Attainment on entry to the school is broadly average, although around a third of the pupils have weaknesses in their communication, language and literacy, mathematical and personal, social and emotional development. The school has gained the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. The strong leadership of the headteacher has provided a solid foundation upon which to raise pupils' academic progress. Standards are average by Year 6 and pupils' achievement is satisfactory. The progress of more able pupils, although satisfactory overall, is inconsistent on occasions. They are not being pushed to their full capacity because assessment information is not used rigorously across the school. In information and communication technology (ICT), standards are above average and all pupils, especially the higher attainers, make good progress and achieve well. Children in the Foundation Stage make satisfactory progress in all areas of learning and attain the expected goals, although the more able children do not have sufficient opportunities to write and form their numbers correctly.

Integrity and hard work underpin all aspects of the school's work as seen in the recent changes to the curriculum, which is satisfactory. In 2006, standards dipped slightly in Year 6, but the headteacher responded immediately to this by ensuring that the new curriculum, revised to make sure that it matched pupils' needs and interest levels more effectively, was implemented swiftly. The impact of this is not yet apparent in improved academic standards, but pupils' behaviour and their attitudes to learning have improved and are now good. Staff provide a good range of enriching learning experiences which contribute positively to pupils' personal development and well-being, which are good.

Pupils love coming to school, as seen in the improved attendance, which is broadly average. A strong feature of this school is the good pastoral support, care and guidance that these pupils receive which prepares them well for their next steps in education. This enables them to build their self-confidence and solve problems in a variety of social situations. As one pupil summed it up, 'Smile, be yourself, be helpful but don't show off.' Academic support and guidance are satisfactory and improving but are not as strong as the pastoral support pupils receive. Pupils generally know what they need to do to improve their work because in their marking teachers usually give them pointers for improvement. Teaching and learning are satisfactory. There are examples of good teaching in every year group but the inconsistent use of information from the good assessment procedures to move pupils, especially the more able, on in their learning, prevents teaching from being better than satisfactory. In addition, teachers are not yet sharing examples of good practice and learning from one another.

Leadership and management are satisfactory. Self-evaluation is accurate and the headteacher is ably supported by the senior leadership team. However, some of the team leaders are only just getting to grips with strategies to raise standards. They regularly check pupils' work and are just starting to monitor teaching and learning. This has been most effective in improving boys' attitudes to writing, an issue identified in the school action plan. Governance of the school is satisfactory. The school has good capacity to improve because the headteacher has managed change well and has empowered her staff to work as an effective team and take on responsibility. She has monitored teaching and learning effectively and has restored the confidence of staff in their ability to teach. All staff are aware of the areas for development in subjects and in their year groups. Parents are very pleased with everything that the school

does, especially the way in which literacy and numeracy workshops enable them to help their children. 'You are never made to feel a nuisance, they have all the time it takes to make you welcome and listen to your concerns,' is a frequent comment from parents.

What the school should do to improve further

- Use assessment information more rigorously to move pupils on in their learning, especially the more able ones, and improve their rates of progress.
- Improve the quality of teaching by giving teachers more opportunities to learn from the best practice in the school.
- Ensure that more able children in Reception have additional opportunities to develop early writing and number skills.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards are average. This reflects the national tests results in 2005 and 2006 which were average. Pupils with learning difficulties and disabilities and those with English as an additional language make satisfactory progress throughout the school. The rates of progress of more able pupils, although satisfactory, are inconsistent.

The headteacher responds immediately to any dip in standards. Boys' writing has improved and more use is made of ICT to support their learning. Some pupils struggle to explain the steps needed in solving problems in mathematics and in developing their writing in all subjects. Children in the Foundation Stage make satisfactory progress and attain the expected goals in all areas of learning by Year 1. More able children in the Foundation Stage have insufficient opportunities to practise writing letters and numbers, which restricts their progress.

Personal development and well-being

Grade: 2

Pupils' personal development, as well as their spiritual, moral and social development, are good because of the school's strong emphasis on building pupils' self-esteem, developing independence and developing a love of learning. Pupils love coming to school. Attendance is improving and is satisfactory. Pupils are curious and want to learn because staff have positive relationships with them and the newly planned curriculum makes them want to find out more. In Year 1, while studying Super Heroes, pupils sat on the end of their seats desperately wanting to add their point of view in choosing the best materials for Superman's cape in bad weather. Occasionally, more able pupils are not given sufficient opportunities to manage their own learning, which restricts the development of their skills of working independently. Pupils are safety conscious and understand the importance of healthy eating and exercise. They adore their sports activities such as rowing and in-line skating. Pupils are keen to support

charities, like Cancer Research, and contribute well to local community issues. including planting daffodils to enable visitors to appreciate the school grounds. They work together constructively and are soundly prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with elements of good practice. What prevents teaching from being better than this is that staff do not use assessment information fully to plan work to challenge more able pupils. Teachers have secure subject knowledge, give good explanations, use ICT well to support learning and continuously check pupils' understanding. In an outstanding literacy lesson in Year 3, the teacher used pupils' senses to describe a setting for a story. Continually building on pupils' responses, the teacher encouraged them to use a range of adjectives which evoked strong imagery. Teachers mark work regularly, although current practice is inconsistent. Where teaching is weaker, teachers do not give additional activities to those pupils who find learning easy. The teaching of other groups, including children in the Foundation Stage, is satisfactory. The special educational needs co-ordinator and her team of staff provide good support for pupils in the classroom and during specific interventions. However, there are variations in the quality of teaching and learning across year groups and teachers have too few opportunities to learn from the best practice in the school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and is improving in the way that it is being developed to match pupils' needs and interests. A review showed that the learning opportunities offered did not enthuse the pupils sufficiently, the staff revised the curriculum to ensure that it is relevant to lifelong learning. Already there are some signs that these changes are raising standards as pupils' attitudes to learning are improving and they show more interest in their work. A strong feature of the curriculum is the good range of extra-curricular activities provided for pupils, especially in sport and ICT, which contributes to pupils being healthy and acquiring skills needed for their next stage of education. The well structured personal, social and health education programme helps pupils to consider their own feelings and that of others and to learn about the dangers of drug misuse, and contributes well to their personal development. This was seen in the pupils' work on 'Changes' where one child wrote 'You can change a car but you can also change an attitude.'

Care, guidance and support

Grade: 2

Pupils receive good care, guidance and support. Their pastoral support and guidance is better than their academic guidance because of weaknesses in the use of assessment information. Teachers think the world of their pupils and ensure that they are well looked after. Comments in exercise books help pupils to improve their work. The recent introduction of the process of setting targets, although not yet consistent in all year groups, is having a positive effect on learning. Procedures for health and safety, child protection and improving attendance are robust. The school rightly prides itself on its strong care and support for all pupils. Parents agree that their children are well looked after.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The headteacher, who provides good leadership, has a clear vision of what pupils, parents, staff and the governing body can achieve together. She has managed change effectively and has won the respect of her staff who have grown in confidence and are now ready to take on the mantle of responsibility. Not all team leaders are fully aware of how to raise standards in their subjects as they are new to their posts and rely heavily on the headteacher and deputy headteacher to direct them. Team leaders are involved in checking standards and provision but do not yet use assessment information enough to target groups of pupils to ensure that they reach the highest possible standards. An effective start has already been made in implementing systems but this is not yet reflected in improvements in the Year 2 and Year 6 test results. Governors are supportive and fulfil their statutory duties satisfactorily. Links with outside agencies and other schools, especially the local special school, are good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome at your school. We spent a wonderful two days in the school and we would like to share our findings with you. Your school gives you a satisfactory standard of education. Most of you are making satisfactory progress. The school has some good features, including your personal development and well-being and the way in which teachers look after you.

You enjoy school, have good attitudes to learning and behave well. You have done lots of good work in literacy and numeracy and your ICT work is impressive, especially your short film making. Your written work in books is neatly presented. You know what to do if you have any worries, and you enjoy the really good range of extra-curricular clubs that you have, especially the rowing and ice skating. You are clearly looking forward to having your new school built and the plans look amazing. Well done for improving your attendance levels. You have worked hard.

We have asked your headteacher, staff and governing body to put a few things in place to help you reach even higher standards. We want your teachers to use information from test results to plan challenging tasks for those of you who find learning easy. We have suggested that your teachers observe one another teach as there are many things that they can learn from each other. We have also asked teachers in the Reception classes to provide more opportunities for some of you to write your letters and numbers.

Keep working hard and enjoy all that the school offers you.