

# Colwall CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	116797
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	312407
<b>Inspection date</b>	22 January 2008
<b>Reporting inspector</b>	Patricia Potheary

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>	Voluntary controlled
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Bounds
<b>Headteacher</b>	Paul Chambers
<b>Date of previous school inspection</b>	20 October 2003
<b>School address</b>	Colwall Green Malvern WR13 6DU
<b>Telephone number</b>	01684 540532
<b>Fax number</b>	01684 541442

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

differences in the rate of progress between different pupil groups and the reasons for these  
the reasons for the school's view of outstanding personal development, care and guidance  
the impact of actions taken by leadership and management on pupils' progress and achievement.

Evidence was gathered from government data analysis, the school's self-evaluation, lesson observations, pupils' work, discussions with the chair of governors, the local authority's School Improvement Partner, the headteacher, deputy headteacher, assistant headteacher and pupils, as well as scrutiny of parent questionnaires, policies, monitoring reports, school data and other documents. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Colwall is a small primary school. The proportion of pupils with learning difficulties and/or disabilities is below average, as is the percentage eligible for free school meals. Most pupils are from White British backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Colwall is a good school which offers a rich stimulating environment for its pupils, helping them to do well academically and exceptionally well personally. Strong, effective leadership has maintained the high expectations and good results associated with the school. Pupils in all age groups achieve well and make good progress due to consistently good teaching and a well-planned curriculum. When children enter the Reception class, their abilities are in line with those expected for their age. Pupils in Years 1 and 2 make outstanding progress in writing. By the end of Year 6, standards are above the national average. In 2007, every Year 6 pupil, regardless of ability, reached or exceeded the level expected for their age in English, and a high proportion reached the higher levels in English, mathematics and science. Pupils with significant learning difficulties and/or disabilities usually make rapid progress because they receive high quality support. The school has rightly identified that a small number of less able pupils make satisfactory rather than good progress in mathematics and English from Year 3 onwards, although they eventually do begin to catch up. This is because the new assessment systems are not effective enough to ensure lessons are pitched at the right level for these pupils. The school, in recognising this, has begun to strengthen its procedures in order to increase their rate of progress.

The quality of teaching is good throughout the school and lessons are typified by lively, interesting activities, good-humoured relationships and a good knowledge of subjects. Teaching assistants contribute significantly to lessons. Pupils really enjoy their lessons and typically think that 'teachers make it fun and come in with lots of good ideas'. Pupils' behaviour is very good and is one reason why they learn so much. They are taught to accept personal responsibility for their actions and respect the freedoms this brings, behaving very safely in lessons, in the playground and around the school. The pupils' good attendance is testament to their enthusiasm and enjoyment for school.

Procedures to safeguard pupils are robust. The school supports and guides pupils exceptionally well, leading to outstanding personal development and well-being. This is seen in the excellent maturity and responsibility they show towards themselves, each other and the community. They take part in local village affairs, have helped develop the excellent outside areas and they contribute significantly to the smooth running of the school, including managing a budget for improving the environment. The very rich curriculum supports their personal development in a host of ways, particularly in showing them how to lead very healthy and safe lives. For example, they take part in many physical activities and eat plenty of fruit and vegetables. There are excellent links with other schools, as well as local and national organisations, ensuring activities are exciting and interesting for pupils. Regular football coaching, residential trips, many visits, and lively projects such as nature in art are examples.

The great majority of parents are very positive about all aspects of the school. One of many similar comments was, 'Colwall school provides a safe, happy environment which allows the children to thrive both academically and creatively.' Steps have been taken recently to improve communication with parents and most feel it is good. Leaders and managers are working effectively to ensure that all pupils have challenging targets and seek to help them achieve their best by monitoring their progress and providing timely support where necessary. Several new initiatives have led to improvements in pupils' progress, and the capacity to improve is good. In particular, the use of information and communication technology has been developed well to improve and support learning. Self-evaluation is accurate and senior leaders and

governors have a good overview of the strengths and needs of the school. A computerised system to track pupils' progress is in the process of development. Whilst the information is available, senior leaders recognise that current procedures do not enable them to quickly identify the progress of groups and individuals.

Preparation to help pupils to settle into school and to move on to their next school is extremely thorough. With their excellent personal development, ability to work very well in teams and good basic skills, pupils have a very good start towards a bright future.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The good provision in the Reception class is effective in helping children achieve well, make good progress and attain the expected goals in all areas of learning. The many opportunities provided for children to learn about numbers in the world around them help them to do particularly well in their mathematical development. Teaching is skilled, especially in helping children understand how sounds and letters link together. This is an area which has much improved since the introduction of a phonics programme this year. Relationships are very positive and children behave and work very well together, especially when they are finding out things for themselves. Children are always busy, for example exploring how to run an office, looking at different surfaces in the play area or making collages. Good use of the outside area helps children learn about the world and take exercise, although there is no suitable covered space when the weather is bad. As with the main school, there is no clearly presented information comparing children's skills on entry to when they leave, making it complicated to compare progress for groups and for different years.

### **What the school should do to improve further**

- Raise attainment from Year 3 onwards for the small number of less able pupils in English and mathematics by ensuring that assessment and planning in lessons is well matched to their ability.
- Improve the way information about learners' achievements is presented so that it is easier to identify the progress made by different groups of pupils.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

Dear Pupils

Inspection of Colwall CofE Primary School, Malvern WR13 6DU

Thank you for being so welcoming when I visited your school. I enjoyed meeting you very much, joining you for lunch and seeing some of your lessons.

It is a good school, just as you and your parents told me it was. It helps all of you to make good progress in your subjects and excellent progress in your personal development. School leaders do a good job in seeing that the school keeps improving. You are very responsible and hardworking and you behave very well. You clearly enjoy coming to school. The school is very good at keeping you safe and caring for you.

Your teachers and teaching assistants are skilled at helping you to do your best, and teaching is interesting, fun and of good quality so that you make good progress in your subjects. Progress in English and mathematics, for a few of you, is satisfactory rather than good in some classes. Your school has therefore been asked to make sure that you all do as well as each other, in these two subjects, in every class. They have also been asked to present information about your progress more clearly, so that if any of you fall behind, it will be easy to see. You can do your bit by really trying hard in English and mathematics.

You are given many interesting activities to do, with some excellent additions to your work such as the trips to the Brecon Beacons, your work in the local community and the exciting performances you produce. It was pleasing to see that you take so much exercise and eat such healthy food. The way you help with the smooth running of the school is impressive, particularly the excellent way you contribute through the school council and recycling group.

I wish you all the very best in the future.

Yours sincerely

Patricia Potheary Lead inspector



23 January 2008

Dear Pupils

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Yours sincerely

Patricia Potheary  
Lead inspector