

# Colebourne Primary School

## Inspection report

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<b>Unique Reference Number</b>	103263
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336043
<b>Inspection dates</b>	4–5 May 2010
<b>Reporting inspector</b>	Lois Furness

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Khalida Qureshi
<b>Headteacher</b>	Mr Stuart Guest
<b>Date of previous school inspection</b>	2 November 2006
<b>School address</b>	Stechford Road Hodge Hill Birmingham
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## Introduction

This inspection was carried out by four additional inspectors. Thirty lessons were visited and 15 teachers observed. The inspectors held meetings with staff, groups of pupils, parents and carers, the Chair and Vice Chair of Governors and a representative of the Local Authority. School documentation including governors' minutes, monitoring and evaluation reports, assessment records, pupils' work, safeguarding documentation and the recent reports of the school improvement partner were scrutinised. The team received and analysed 48 parental questionnaires, 99 responses to the Key Stage 2 pupil survey, and 18 responses to the staff questionnaire.

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

- the progress of able pupils in all subject areas in the Early Years Foundation Stage and in English, especially in writing in Years 1 to 6
- how well provision is adapted to meet the needs of boys in the Early Years Foundation Stage, and in English in Years 3 to 6
- how well governors influence the school's work
- the effectiveness of tracking and target setting on pupils' achievement.

## Information about the school

In this much larger than average primary school, the proportion of pupils known to be eligible for free school meals is above average. Approximately two thirds of pupils are from a Pakistani background, and the remainder represents a range of other ethnic backgrounds. Although a much higher than average proportion of pupils has English as an additional language, there are only a few pupils who are at the early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average, but an above average proportion of them have a statement of special educational needs.

Since the previous inspection there have been significant staff changes, including the appointment of a new headteacher and deputy headteacher. At the present time there are three temporary teachers employed covering maternity leaves. In September 2009, the school was located in a new purpose-built facility which is shared with a primary special school. Children start school in the Early Years Foundation Stage which consists of two Reception classes. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. The school has Healthy Schools status.

**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

Colebourne is a good school. It is a harmonious happy place where a genuine community feel pervades. Pupils come from a wide range of ethnic and religious backgrounds but nevertheless they get on well together and are proud of their school. 'I love it here' and 'our lessons are fun,' are typical comments made by pupils. The headteacher and staff carefully monitor the different groups of pupils, and ensure no one is left out of any activity in which they want to participate.

A good start is made in the Early Years Foundation Stage, where children quickly settle and develop good attitudes towards learning. Throughout, enjoyment of learning is evident, and by the end of Year 6 attainment is broadly average in English, mathematics and science. This represents good progress from the children's starting points. Pupils with special educational needs and/or disabilities make good progress because there is good expertise in matching work to their abilities and in supporting their learning. Even though progress is good in all three subjects, it is much stronger in the reading aspect of English, than in writing. Above average reading attainment masks pupils' weaker writing skills. In this subject, too few pupils attain the levels expected by the end of Year 6. More able pupils should do better. However, this is improving as a result of actions taken. Even so, there is still some way to go to narrow the gap between reading and writing attainment at both Levels 4 and 5. Expectations of the rates of progress are too inconsistent, and there is insufficient focus on targeting pupils' individual needs in writing. Although improving, basic skills of grammar, punctuation, spelling and handwriting are not secure enough in all year groups and marking does not consistently help pupils to improve these skills.

The headteacher, senior leaders and governors have an accurate and realistic understanding of the school's strengths and weaknesses. There is a strong determination to raise attainment, and purposeful leadership has ensured the school's priorities over the last two years have focused on improving teaching and pupils' resulting achievement. In this there has been success since the previous inspection, when teaching was evaluated as satisfactory. The systems for tracking pupils' progress are comprehensive. Teachers use assessment well on a day-to-day basis to support planning. However, assessment information on the tracking system is not overly helpful. Over time a variety of different assessments have been used, including teacher assessment, national test data and standardised test results. These have been recorded on the tracker, but the information does not enable the leadership to have a truly accurate view of progress term-by-term. The school has adopted the new national assessment guidance to help develop consistency and accuracy of assessment but this is at an early stage of development. Even so, the progress made since the previous

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inspection in tackling the key issues, and in improving many aspects of the school's work including teaching, the curriculum and provision in the Early Years Foundation Stage shows the school has good capacity to improve further.

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

- Raise attainment in writing by:
  - agreeing termly pupil progress targets which ensure the vast majority of pupils make a minimum of two sub-levels progress each year
  - ensuring teachers plan specific targeted work to enable pupils to meet the agreed targets
  - making certain the relevant basic skills of grammar, punctuation, spelling and handwriting are taught systematically in each year group, and marking refers to these skills
  - giving pupils more opportunities to discuss ideas about their writing.
- Make the tracking system more robust by:
  - recording assessment information termly for reading, writing and mathematics
  - holding regular moderation meetings whereby teachers discuss and agree levels of pupils work
  - developing teachers' confidence and consistency of assessment through the use of nationally agreed Assessing Pupils' Progress materials.

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

The extent to which pupils achieve and enjoy their learning is good. Pupils behave well, have good attitudes and show keenness to do well in their work. They find learning fun especially when they are involved in lively activities, such as was seen when Year 2 pupils acted out the role of the giant, after watching a video clip of 'Jack and the Beanstalk'. In the past, different groups of pupils such as boys and the more able have not progressed well enough. However, as a result of changes to the curriculum in both the Early Years Foundation Stage, and in Years 1 to 6, boys are progressing as well as girls. The use of pictures, video and other information and communication technology resources are used well to motivate pupils. These resources ensure boys are actively engaged, as was seen in a Year 6 lesson when boys eagerly read out their pieces of descriptive writing. They made good progress in this lesson in making sentences interesting. More able pupils are now more effectively challenged especially in reading, and this year more Year 6 pupils are expected to attain Level 5 in this aspect of English than in the past.

Pupils have a clear understanding of what is involved in developing a healthy lifestyle including the importance of fitness, exercise and eating a healthy diet. The award of Healthy Schools status is indicative of the school's commitment to encouraging this aspect of pupils' development. Pupils have a good range of responsibilities and enjoy

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participating in a range of sporting, cultural and charity events. Responsibilities, such as play leaders and school councillors are carried out with pride and efficiency. They have great respect for each other and say they feel safe. Pupils have a good knowledge and respect for different cultures and beliefs. They are reflective and show respect for other people's feelings and values. Satisfactory academic skills and the good approaches to learning that pupils acquire, alongside good personal development, ensure they are satisfactorily prepared for the next stage in their education.

*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>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>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Relationships are good throughout the school, resulting in pupils who confidently ask and answer questions. The vast majority of teachers are good at sharing with pupils exactly what they are expected to do in lessons, and this helps them to make sense of their learning. Assessment information is used carefully to plan tasks that are appropriate for all ability groups so they make good progress. This is better in reading and mathematics than in writing. Teachers use questioning well to ascertain what pupils already know, check what they have learnt as the lesson progresses and skillfully adapt

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<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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lessons to advance learning. In the few lessons where teaching is satisfactory, learning and progress is held back because the pace of lessons is slow and teachers talk too much, which limits the time pupils are actively learning.

The curriculum meets pupils' needs and the 'theme' work alongside a range of visits and visitors to the school are making the curriculum more exciting for pupils. However, as yet pupils do not have sufficient planned speaking and listening activities for example, drama, to help them develop their ideas for writing. There is a strong focus on personal social and emotional development and finding out about life in other places in the United Kingdom, and abroad. Pupils have the opportunity to learn French and Spanish, and many speak enthusiastically about their opportunities to play a musical instrument. They participate eagerly and successfully in a range of extra-curricular activities in sport and the performing arts.

Developing pupils' self-esteem, respect for others and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities is managed well. There are effective programmes for intervention and support so these pupils make good progress. Procedures for improving attendance are satisfactory but there are a few pupils who do not attend regularly enough. Parents and carers are appreciative of the before and after-school clubs which provide safe caring environments for their children.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders communicate well with staff so all have a shared sense of direction and feel part of a successful team. There is a climate where everyone is trying hard to make the school better. A well organised programme of continuing professional development uses the skills of staff within school to coach less experienced colleagues. However, sometimes coaching is not specific enough to meet the needs of those teachers needing additional support. Self-evaluation is accurate, and monitoring thorough. However, the existing tracking and target setting system does not allow the leadership to 'drill down' sufficiently well to monitor the termly progress of individual pupils. The governing body is supportive and has improved considerably since the previous inspection. Governors are knowledgeable, and ask the searching questions necessary to hold the school to account for its performance. Discussions with the Local Authority, headteacher, deputy headteacher and governors show that agreed

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safeguarding policies are adhered to when any issues arise and that procedures are good.

The school is proud of its inclusive nature, and has close links with the on-site special school. This strong link is one example of the school's commitment to promoting equal opportunities, and ensuring discrimination against any individual is avoided at all times. The school has evaluated its religious, ethnic and socio-economic context thoroughly, and the contribution it makes to community cohesion is good. The sense of community within school generates a strong ethos, and there are good links with the local community. Pupils have a good understanding of the diverse, multicultural society found within the United Kingdom, and are developing an awareness of life in other countries of 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>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The staff provides an interesting environment where children make good progress. Activities effectively support children's personal development as well as encouraging the development of number, communication and writing skills. There is a good balance of activities chosen by children and those that are adult-led. Children show curiosity and enthusiasm as they carry out their work. Happy faces are seen everywhere as children make choices for example, to use computers, play with moveable toys, paint or to carry out writing activities. They particularly enjoy making different animal noises when singing 'Old Macdonald had a farm'. Good opportunities arise for children to develop independence as well as learning to share and cooperate with each other. This was seen



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as two children worked together in the painting area producing pictures of their favourite animal whilst explaining to each other why they liked this animal. Children with special educational needs and/or disabilities are identified early and support is given as necessary. Leadership and management are good, based on a shared sense of purpose and good teamwork. Response is quick to any apparent weaknesses in provision, for example making sure boys attain as highly as girls. More precise teaching of children knowing the names of letters and sounds has been introduced, and this has raised attainment especially of the more able children. Outdoor provision does not fully meet the needs of children in all areas of learning. All adults are very attentive in ensuring that children are kept safe. There is regular liaison with parents and carers, who speak well of the care and support the school provides for their children.

*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	2

**Views of parents and carers**

Parents and carers are generally positive about the school, although a very small minority of them returned the Ofsted questionnaire. Parents are particularly pleased with the fact their children enjoy school, are kept safe and are prepared well to lead a healthy lifestyle. Inspectors agree with these views. A few parents expressed concerns about their child's progress, the quality of teaching and transition arrangements. Inspectors found that progress and teaching are good, and pupils are well prepared for their future classes in school. Transition arrangements to the local secondary school are also good.

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

Ofsted invited all the registered parents and carers of pupils registered at Colebourne 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	48	21	44	2	4	0	0
The school keeps my child safe	29	60	16	33	2	4	0	0
The school informs me about my child's progress	16	33	24	50	3	6	4	8
My child is making enough progress at this school	20	42	21	44	3	6	4	8
The teaching is good at this school	20	42	20	42	6	13	2	4
The school helps me to support my child's learning	21	44	17	35	5	10	2	4
The school helps my child to have a healthy lifestyle	23	48	23	48	1	2	1	2
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)	18	38	19	40	5	10	3	6
The school meets my child's particular needs	20	42	21	44	2	4	4	8
The school deals effectively with unacceptable behaviour	23	48	20	42	1	2	1	2
The school takes account of my suggestions and concerns	11	23	27	57	2	4	5	11
The school is led and managed effectively	24	50	18	38	0	0	3	6
Overall, I am happy with my child's experience at this school	25	52	18	38	3	6	2	4

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.**



6 May 2010

Dear Pupils

Inspection of Colebourne Primary School, Birmingham, B34 6BJ

Thank you for your very warm welcome when we visited your school. We enjoyed our visit and would like to give a special thank you to those of you who spoke to us and told us all about the things you do in school. We think your school is good one, and here are some of the many good things we found out.

Your teachers ensure you make good progress and you get a good start to school life in the Early Years Foundation Stage.

You feel safe in school, and are confident that adults will always help you if you are upset or worried. We agree, and we think the school makes sure you are all well looked after.

Your behaviour is good and during our observations of lessons it was good to see you all trying hard to do your best in your work. It was also good to see how well you worked together sharing ideas and helping each other.

You know the importance of leading a healthy lifestyle and some of you are very knowledgeable about eating sensibly and why exercise is good for you.

Those of you on the school council do a good job in trying to make things better for your friends. We thought your council meeting was very interesting.

Now in order for your school to become even better we have suggested to your headteacher to do the following things.

Although you do well in reading and mathematics you need more help to improve your writing skills.

We think your headteacher needs to make sure he can track each term how well each of you is progressing in your reading, writing and mathematics, so he can quickly make sure that none of you fall behind in your work.

You can help the school by continuing to try your best in lessons, behaving well and attending regularly. Also ask your teachers when they mark your work, to show you how you can make your writing better.

Yours sincerely

Lois Furness

Lead inspector

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