

College Road Primary School

College Road, Keyham, Plymouth, PL2 1NS

Inspection dates 8–9 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed.
- The headteacher has been successful in sustaining the good quality of teaching. Checks by leaders on how well pupils are progressing ensure improvements in pupils' achievement across the school.
- Governors are fully involved in checking how well the school is doing. They challenge school leaders to bring about further improvements in pupils' achievement.
- Parents value how much leaders and staff enable their child to successfully engage in school life.
- Pupils' behaviour is good throughout the school. Pupils talk confidently about their learning. The work of the school to keep pupils safe is good.
- The quality of teaching is good. Teachers are especially skilled at using questioning to support pupils in their learning.
- Additional adults within the classroom support pupils who have additional learning needs effectively so that their progress is good.
- Pupils make good progress and, by the end of Year 6, their achievement is good especially in reading and writing.
- Disabled pupils and those who have special educational needs make good progress because of the guidance they receive across the school.
- Pupils' spiritual, moral, social and cultural development is developed well so that pupils have a strong sense of community.
- The Early Years Foundation Stage is good. Children go on to develop their basic skills effectively and learn well together.

It is not yet an outstanding school because

- Pupils of average ability are not always moved on quickly enough to more challenging tasks so they can make the best possible progress.
- Pupils do not achieve quite as well in mathematics because they do not have enough opportunities to practise their mathematical skills in other subjects.

Information about this inspection

- Inspectors observed learning in 15 lessons of which four were jointly seen with senior leaders. Inspectors observed small-group work, listened to pupils read and looked at pupils' work.
- Inspectors met with pupils and talked with them about their work. Meetings took place with governors, subject leaders and a representative of the South West Plymouth Education Trust. A telephone conversation took place with a representative from the local authority.
- Inspectors reviewed documents relating to safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- Inspectors took account of the 111 responses from parents to the online questionnaire, Parent View, and the 31 returned staff questionnaires. An inspector talked to parents informally during the inspection.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Elizabeth Thomas

Additional Inspector

Full report

Information about this school

- College Road is smaller than the average-sized primary school.
- There is one Reception class in the Early Years Foundation Stage with full-time provision.
- Most pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs supported by school action is high.
- The proportion supported by school action plus or with a statement of their special educational needs is also higher than in most schools.
- The proportion of pupils receiving support from the pupil premium funding is above average. This is additional government funding to support those pupils who are known to be eligible for free school meals or those who are in care. In this school, it is applicable to both groups of pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has Foundation status and is a member of a cooperative education trust with five partner schools. Additional partners include the local authority.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is typically outstanding to further promote progress for all pupils by:
 - regularly checking the understanding of pupils of average ability to ensure tasks are sufficiently demanding to enable them to achieve the higher levels of attainment
 - providing more chances for pupils to master use of their mathematical skills in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher takes effective actions to improve the school's work. As a result, the quality of teaching ensures pupils make good progress within all year groups as they move through the school. Leaders promote a strong climate for learning in which pupils become confident in their work.
- Subject leaders are clear about how to improve pupils' achievement further. Their detailed checks on how well pupils are doing enhance pupils' learning within their respective areas of responsibility.
- Teachers are reflective practitioners and routinely share effective classroom practice which has positive outcomes for pupils. Teachers also collaborate with colleagues from other schools within the Trust to scrutinise the quality of pupils' work so that standards continue to improve.
- Staff are clear about their targets to improve pupils' progress. They value their professional training and how this helps them achieve their targets and to make progress both in their career and up the salary scale.
- Disabled pupils and those who have special educational needs are especially well supported. The school's inclusive ethos and close work with parents ensures that all pupils have the same chance to be successful. Additional tailored support outside routine lessons complements work within the classroom so that pupils engage in all areas of school life.
- Leaders ensure the additional funding is improving achievement for eligible pupils so that gaps in their attainment are closing across the school.
- The school has the capacity to sustain improvements. Leaders draw on the Trust's range of expertise and other local partners, which further enhances the school's provision. The local authority recognises these strengths and provides support only when requested by the school.
- The provision for sport is especially well developed. Leaders use the additional primary funding very well so that teachers provide good quality physical education which is improving pupils' physical well-being. Pupils participate in a range of competitive events such as tag-rugby and golf. They enjoy activities during lunchtimes and receive homework focused on physical education.
- Pupils share in a variety of experiences through the subjects taught which prepare them well for later adult life. Pupils choose their topic themes which include chocolate and monsters and develop learning skills which serve to deepen their understanding. They also learn French and Mandarin Chinese. Leaders are developing pupils' mastery of mathematical skills across other subjects.
- Provision for pupils' spiritual, moral, social and cultural experiences is extensive. Pupils reflect on the beliefs of other religions, such as Buddhism and prepare Bollywood-style productions. Pupils collaborate with children in China and have produced a calendar and a book of recipes together. Their appreciation of British values is enhanced through their activities within the local community and celebration of the school's centenary. Through events such as skipping they raise money for charities such as the British Heart Foundation.
- The school's work for safeguarding pupils effectively meets statutory requirements. Risk assessments for all aspects of school life are covered equally well.
- **The governance of the school:**
 - Governors provide effective support and involve themselves extensively within the school community. As a result, they understand the school's strengths and those aspects which need further development so that its performance continues to improve. Governors keep abreast of new initiatives regarding checks on pupils' progress and are taking actions to monitor the new routines introduced by school leaders. They effectively use their understanding of school data to challenge the headteacher and to check his performance when comparing the school with others nationally. Governors know the additional funding is securing improvements in eligible pupils' achievement. They ensure good teaching is being rewarded so that teachers' salary progression and promotion are linked to how well pupils achieve. Governors do not tolerate discrimination and are rightly proud of how inclusive their school is. Spending of the school's general funds is used to bring about improvements in the learning of all pupils. The primary sports funding is very successful in improving the competency of teachers through the use of sports coaches so that pupils' physical well-being is promoted effectively.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are very welcoming towards visitors and are self-assured when

engaging in conversation about their school. Movement in and around the school is calm and the dining hall is a happy and vibrant place to be during lunchtimes.

- Pupils are never less than enthusiastic in their learning. They become absorbed in their activities as they work together and are articulate when sharing ideas. They listen carefully to one another and to their teachers and apply themselves wholeheartedly to their individual tasks.
- Pupils' behaviour is not yet outstanding because their positive attitudes have still to have an even stronger effect on their progress over time.
- Pupils assume responsibilities which contribute to the strong sense of community within the school. They share in decision-making, which includes the topics they study to choosing the colours to decorate a room. Pupils promote initiatives within the wider community such as working with businesses to further enhance the neighbourhood. Some pupils are sports leaders and others help younger children during lunchtimes.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are fully aware of the routines which are in place to ensure their safety. They say they feel safe at all times and that their teachers always help if they express any need for support or help.
- Pupils are very mature when talking about discrimination and say everyone gets on well because of the mutual respect they have for each other. Pupils are confident they know how to use the internet safely and say that bullying of any kind or name-calling are rare.
- Attendance is above average and pupils are punctual so that the school day gets off to a prompt start. The overwhelming majority of parents say their child is happy at this school.

The quality of teaching

is good

- The headteacher has succeeded in maintaining the good quality of teaching since the previous inspection. Within classrooms and throughout the school displays of pupils' work and information to support learning reflect a climate which enhances the learning of pupils. Pupils say they contribute in meaningful ways in planning their own learning and enjoy their lessons.
- Teachers use questioning exceptionally well to deepen pupils' understanding. For example, in a Year 6 mathematics session the teacher discussed with pupils ways to apply their learning so that they became increasingly confident and more accurate in their multiplication work.
- Pupils' use of subject vocabulary and literacy skills are extended through a range of tasks. For example, in a Year 2 English class pupils remained absorbed throughout as they developed their use of verbs in describing an archaeological dig in Egypt.
- Additional adults are highly effective in providing appropriate guidance both within lessons and in smaller group work. They are especially skilled in inspiring confidence in pupils to share their thinking and commit their ideas to writing. As a result these pupils do well and make good and even better progress.
- Homework activities effectively extend pupils' knowledge and understanding. This is also true for pupils' physical education in which tasks encourage children in developing their physical well-being beyond the school day.
- Teachers ensure activities are tailored to build on pupils' prior understanding. Their marking of pupils' work also helps pupils to understand how to improve their work. However, learning is less effective for pupils of average ability because they are not always moved on to more challenging tasks once they demonstrate a secure understanding.

The achievement of pupils

is good

- Pupils' achievement is good. Attainment is above average by the end of Key Stage 2 with a good proportion of pupils doing well in reading and writing. This represents good progress from often below expected starting points. Attainment in mathematics has trailed behind that in reading and writing but was much improved in 2014.
- Pupils are confident readers. They read a range of texts and talk competently about how authors such as Roald Dahl and Michael Morpurgo vary their literary styles when crafting stories. Pupils are also enthusiastic about poetry. Younger pupils use their phonics skills (letters and the sounds they make) effectively and achieve well in the Year 1 phonics screening check.
- Disabled pupils and those who have special educational needs make good progress. Whatever their individual need these pupils receive appropriate guidance which enables them to be successful in their

learning and for some, especially so in mathematics.

- Compared to other pupils nationally, pupils supported through the additional funding were behind by three months in their reading, writing and mathematics at the end of Key Stage 2. The gap in attainment between these pupils and others across the school is closing rapidly and they are making good progress overall.
- The most-able pupils are making good progress across the school in their reading, writing and mathematics. From their individual starting points most attain well by the end of Year 6.
- Most pupils make at least expected progress in mathematics by the end of Year 6. However, their achievement is hindered because they do not have sufficient opportunities to master use of their mathematical skills in other subjects.

The early years provision

is good

- The Early Years Foundation Stage is good. Staff ensure very strong links with parents so that children settle into effective learning routines once in school. Checks on how well children are doing are accurate and used to plan learning which successfully develops children's skills, especially in their use of basic literacy.
- Children share in a good balance of activities including those in the outside setting which was a point for improvement in the previous inspection. Children's social skills are effectively developed through imaginative play.
- Children's safety is secure and planning for their well-being is strong within this caring setting. Children play well together and are developing confidence in listening to their teachers because they want to be successful in their tasks.
- Teaching is good and all adults have high expectations and are adept at checking children's understanding. They use conversation to great effect so that children are required to use sentences and develop their phonic work.
- Most children enter Reception with skills below those expected for their age. A high proportion are well below in their communication and literacy skills. The large majority of children go on to reach a level of development typical for their age by the end of Reception and so overall make good progress.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113276
Local authority	Plymouth
Inspection number	443878

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Jim Warwick
Headteacher	Jim Wallace
Date of previous school inspection	15–16 September 2010
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