Inspection of a good school: College Road Primary School

College Road, Keyham, Plymouth, Devon PL2 1NS

Inspection dates: 13 and 14 December 2023

Outcome

College Road Primary School continues to be a good school.

What is it like to attend this school?

College Road Primary School is warm and welcoming. Parents and carers say their children are known and accepted. The members of the school community have selected values they believe are important to know and follow. These include equality, hope and responsibility. Pupils talk confidently about why these are important to their learning and development as individuals. They are rewarded for demonstrating these consistently.

Pupils are enthusiastic about their learning. They have many opportunities to discuss ideas and work together. Children in Reception Year quickly learn the expected routines and the importance of having 'listening ears'. These positive learning habits are evident throughout the school.

Many pupils take on leadership roles, such as being in the school council, an art ambassador or a sports coach. They enjoy making positive contributions to the school. For example, pupils designed a new playhouse for use at social times and organise sporting activities for younger pupils at lunchtime. Pupils are encouraged to be creative and many develop a passion for the arts. For example, pupils' collaboration with a local artist resulted in a display of a phoenix to represent the school's history.

What does the school do well and what does it need to do better?

Since the previous inspection, the school has redeveloped its curriculum. Subject leaders have carefully considered what pupils will learn from Reception Year through to Year 6. Across the curriculum, pupils build their subject-specific knowledge. Pupils with special educational needs and/or disabilities (SEND) are well supported to learn a broad curriculum. The school considers and meets the varying needs of individual pupils with SEND.

In the core subjects, teachers check what pupils remember over time. This is then used to inform what is taught next. For example, in mathematics, teachers use 'stretchy challenges' when pupils demonstrate a secure understanding of mathematical concepts.

In the foundation subjects, the use of assessment is less well developed. In these subjects, teachers do not have as detailed an understanding of what pupils know and can do.

The school uses many approaches to support pupils to develop positive reading habits. Children in Reception Year are introduced to a range of stories that support the topics they are learning about. They learn and revisit rhymes to help with their language development. In all years, pupils are encouraged to read regularly. Those that do are rewarded by attending 'Starbooks' and enjoy a hot chocolate and story time.

Pupils follow a well-planned phonics programme to help them to learn to read. Staff check that pupils remember the new sounds they are taught. If pupils struggle, staff identify this quickly and support them to catch up. The school keeps parents informed about how well their child is learning to read. Pupils take home books that are matched to the sounds they know. This allows them to benefit from additional practice outside of school.

The school prioritises the professional development of staff. All staff receive training on early reading. Teachers also benefit from time dedicated to learning about specific subjects such as music, physical education, and art and design. This builds their subject expertise and supports teaching. Staff value this and feel upskilled. Leaders consider the views of staff when making changes and the possible impact on staff workload.

The school ensures that they repeat key messages about how pupils should treat others. Consequently, pupils of all ages know what bullying is. They report any incidents of unkindness to adults. Pupils socialise positively and are considerate of each other. For example, during breaktimes, some pupils enjoy having access to a quiet area, while others engage in the organised team games. Children in Reception Year demonstrate they can play cooperatively and take turns.

Many pupils learn new skills by attending extra-curricular clubs throughout the year. These include sewing, choir and cooking. However, the school does not know which pupils participate and for how long. The school reaches out to the community to come and talk to the pupils about different careers. Pupils develop their cultural understanding through trips to the theatre, visits to war monuments and through the study of Mandarin, for example.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, the assessment of pupils' knowledge and understanding is at the early stages of development. This means that teachers do not know precisely what pupils know and remember in different subjects. The school should ensure that

there is a consistent and effective approach to how assessment is used in the foundation subjects.

- The school does not have a detailed understanding of the level of pupil participation in extra-curricular or enrichment activities. This means it does not know which pupils are accessing these opportunities on a regular basis. The school should ensure that it has a comprehensive overview to check that there is equal access to such opportunities for all pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2014.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	113276
Local authority	Plymouth
Inspection number	10297901
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Sarah Lees
Headteacher	Carina Francis-Mcleod
Website	www.collegeroadschool.co.uk
Date of previous inspection	6 February 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher joined the school in September 2019.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 8 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the local governing body and the education adviser for the local authority.

- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspector also considered responses to the staff survey and responses to the survey for pupils.

Inspection team

Kelly Olive, lead inspector	His Majesty's Inspector

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