CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	**Colham Manor Primary School**
School Address:	Violet Avenue, Uxbridge, UB8 3PT
Hub:	Lampton

Telephone Number:	01895 442879
Email address:	colhammanor@colham.org

Unique Reference Number:	102373
Local Authority:	Hillingdon
Type of School:	Primary
School Category:	Community
Age range of pupils:	3 - 11
Number on roll:	655
Head teacher/Principal:	Simon Hawley

Date of last Ofsted inspection:	2 – 3 December 2015
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	22 – 24 March 2017

QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES[1]

School Improvement Strategies: Outstanding

Outcomes for Pupils: Good

Quality of Teaching, Learning and Assessment: Good

Area of Excellence: Not submitted for this review

Overall Review Evaluation

The Quality Assurance Review found indicators that Colham Manor Primary School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report and is working towards Outstanding.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

Information about the school

- The proportion of pupils from minority ethnic backgrounds is much higher than the national average.
- Just under half of the pupils are from White British backgrounds with the rest of the pupils from minority ethnic backgrounds. Of these, there are no dominating groups and pupils come from a wide range of backgrounds.
- The proportion of disadvantaged pupils is significantly above the national average.
- The proportion of pupils with special educational needs and/or disabilities or with a statement or an education health care plan (SEND) is broadly in line with the national average.
- The proportion of pupils who speak English as an additional language (EAL) is significantly above the national average and increasing year on year.
- The proportion of pupils who join and leave the school at other than normal times is high.
- Eleven new teachers started at the school in September including five NQTs.

School Improvement Strategies

What Went Well

- The culture at Colham Manor is one of collaboration, openness and mutual trust. 'It comes from the top,' was one comment from a middle leader. The headteacher continues to empower and develop his leaders at senior and middle levels, all of whom were actively involved in the review, in order to keep building leadership capacity. Middle leaders are accountable for the quality of teaching and pupils' progress in their year groups and have freedom to use their own initiative. Leaders at all levels consistently use information from monitoring to evaluate the impact of their actions in key areas. The headteacher is using his excellent leadership skills as a Local Leader of Education to mentor a headteacher in another school and develop leadership structure. The deputy headteacher, new in post this year, is responsible for teaching and learning and successfully supports teachers with assessment.
- The school's outward looking philosophy ensures that leaders have an accurate view of the school's effectiveness. The headteacher is on the steering group of the West London Alliance hub, which is split into smaller hubs so that development can be more bespoke. For example, five schools make up an EYFS hub, also working with other hubs on cross moderation and sharing good practice. A recently formed hub plans to work in collaboration on the impact of the Challenge the Gap programme.
- The main priority at Colham Manor is to embed appropriate strategies to achieve highly effective teaching that meets the specific needs of the pupils. The pupils are at the heart of the school's work and there is a forensic approach to tracking progress for individuals and groups. Thus, pupils make good progress, including the high proportion of disadvantaged pupils.

- Leaders encourage teachers to take part in action research, where they identify their own interests for exploration. Recent topics include developing resilience, how to motivate pupils who do not volunteer and gender issues.
- A high proportion of new teachers this year, including five NQTs, has demanded a highly focused support programme, to ensure that no time is lost in understanding and buying into the Colham Manor vision. These teachers have been exceptionally well supported through coaching from a senior leader, who has led bespoke training, such as how to work with your TA, marking and feedback, partnership with parents, planning, Blooms taxonomy and Dr. Ice. Because each NQT has an individualised action plan, they are developing so well that they recently successfully led CPD for the rest of the staff on the impact of their training on the quality of their teaching.
- The creative curriculum encompasses real life settings, using ICT across a range of subjects.

Even Better If …

… leaders diminished any small gaps in achievement.

… leaders used incisive information from monitoring to provide clear structures for supporting staff.

Pupil Outcomes

- Pupil outcomes are positive as a result of the impact of outstanding school improvement strategies. A slight dip in reading at the end of KS2 in 2016 prevents leaders from evaluating outcomes as outstanding. The proportion of children reaching a good level of development (GLD) in the EYFS has steadily risen over the last three years, demonstrating good progress from low starting points. In 2016 progress was particularly high in PSED and literacy was above the national average, with mathematics broadly in line. Boys now out-perform girls as a result of dialogic talk, greater use of the outdoors and work on developing resilience.
- The school was above the national average for the Year 1 phonics check in 2016 and increased the 2015 score, as a result of high quality phonics teaching that starts in the Nursery so that children know all the initial sounds by the start of the Reception year. Phonics progress is monitored rigorously so no gaps are allowed to emerge.
- At Key Stage One there has been an upward trend in achievement in all areas. In the current Year 3, talk for writing strategies are having a significant impact on improving the quality of writing through collaborative work.
- There was a high proportion of EAL pupils in last year's Year 6 cohort, some new to the school. By the end of Key Stage 2 in 2016 achievement in writing and mathematics was above the national average but below in reading and grammar, punctuation and spelling, which negatively affected the combined score. Progress was good in all subjects but less strong in reading. Progress of the current Year 6

cohort is already showing improvement on last year. Predictions for this year are 80%, to be above the national average for expected progress. This good progress was confirmed in pupils' books and in the learning observations.

- Overall, the large proportion of EAL pupils do very well, achieving above the national average and rising year on year, out-performing non-EAL pupils. This is as a result of effective and timely support. 'Cracking Comprehension' is used to enrich English vocabulary. A baseline is established as soon as pupils join the school to accelerate progress by establishing strategies such as access to high quality texts and a focus on guided reading.
- Pupils with SEND achieve in line with the national average. The large proportion of disadvantaged pupils also achieve highly and above the national figures. They made progress above disadvantaged pupils nationally due to targeted interventions. The school's involvement in the Challenge the Gap programme is resulting in some creative use of the grant. For example, developing more holistic life skills such as young first aider and entrepreneur programmes.
- Current progress is strong across the school, which is reinforced by the secure teaching observed during the review. The current Year 5 and Year 6 pupils have individual targets based on their prior attainment in order that they will achieve well.

Quality of teaching, learning and assessment

What Went Well

- A great deal of work has been undertaken to address the EBIs from last year's review. Considering the limited experience of so many new teachers, the quality of teaching is securely good and reflects several features of the outstanding category. This year, training has focused on deepening learning to increase staff confidence by taking risks. For example, more able pupils led CPD on ICT and are encouraged to take learning further through creative homework activities. Leaders encourage teachers to remove the 'ceiling on learning' so that pupils can independently recognise their own need for challenge. Evidence of challenge for all pupils was evident in many lessons observed.
- Provision in the EYFS gets children off to a flying start from low starting points. The learning environment in both Nursery and Reception provides children with an exciting range of appealing activities that enables them to make rapid progress.
- The secure subject knowledge of both teachers and teaching assistants (TAs) enables all pupils to learn well. They use precise language and technical terminology to ensure that all pupils access the curriculum.
- TAs and teachers work in collaboration. TAs are well informed about lesson planning and their role, working with a variety of ability groups. Their contribution to the talk for writing programme has been significant.

- In most lessons, recapping of prior learning enables meaningful links, so that lessons do not happen in isolation. This strong, progressive scaffolding enables pupils, particularly the less able and those whose first language is not English, to make good progress.
- Pupils demonstrate pride and presentation in books, where work shows good progress and stamina. Cursive handwriting is introduced in Nursery to ensure children get off to a good start. Writers' toolkits are having a positive impact on accelerating progress across the school. There is a consistent application of the marking policy, with some reflective responses to marking.
- Questioning is becoming more effective, as a result of work on key vocabulary. Teachers are incorporating more complex vocabulary in their questions. In a Year 2 class, the 'expert lanyard' pupil naturally mimicked the high quality of the teachers' questions when supporting other pupils' learning.
- Engagement in learning is high. Pupils are eager because appealing activities and resources that link subjects with real life inspire them. Use of ICT is embedded from an early age. For example, Year 1 pupils independently used IPads to photograph their work on addition.
- Behaviour is outstanding, due to the consistency and clarity of whole school ethos where values underpin the shared vision. Transitions are seamless because of the well-established routines. Positive relationships ensure that adults are excellent role models and invest the extra mile for pupils and families. A high level of mutual support exists for staff and pupils alike.
- Pupils enjoy leadership opportunities, such as learning ambassadors and lanyard experts. They speak highly of the exciting curriculum that 'lets us use our imagination. Visits are highly valued because 'it's much easier to learn when it's right in front of you.'

Even Better If …

… leaders embedded consistently high quality teaching by providing personalised support for staff and sharing best practice to address individual areas for development.

Quality of Area of Excellence
Not submitted for this review.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like some additional support with…
Visiting schools **in similar contexts** that achieve outstanding outcomes, particularly at greater depth.
This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.