Name of School:	Colham Manor Primary School
Head teacher/Principal:	Simon Hawley
Hub:	West London Hub
School type:	Primary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Good
Date of this Review:	5 February 2018
Estimate at last QA Review	Good
Date of last QA Review	22 March 2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	2 December 2015

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	None submitted on this occasion
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Good

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.

1. Information about the school

Colham Manor is a larger-than-average sized primary school.
The proportion of pupils who are from minority ethnic backgrounds is above the national average.
The majority of children, who join Reception, come from the school's two Nursery classes.
The proportion of pupils who speak English as an additional language (EAL) is significantly above the national average. A wide range of home languages are represented.
The proportion of disadvantaged pupils is considerably higher than the national average.
The proportion of pupils with special educational needs and/or disabilities (SEND) is in line with the national average.
The school runs a breakfast club and after-school care.
The proportion of pupils who join and leave the school at other than normal times is high. In the past two years, over half of these pupils have spoken EAL and over one third have been disadvantaged pupils.

2.1 School Improvement Strategies - Follow up from previous review

Leaders have implemented more rigorous systems for the analysis of in-school data, which enables them to identify swiftly not only groups, but also individual pupils, who need targeted intervention. Current progress data indicates that the differences between the achievement of disadvantaged pupils and the others is diminishing.
Senior leaders work very effectively with year-group and curriculum leaders to evaluate thoroughly information gathered from learning observations, book looks and pupils' perceptions. This enables them to provide targeted training for individual members of staff.

2.2 School Improvement Strategies - What went well

Leaders have created a culture of openness and trust, which is empowering all teachers to take responsibility for their actions. Positive relationships between pupils and teachers are seen throughout the school and as one teacher reported, 'Pupils do not come just to learn, but to be part of a community'
The school is committed to developing its next generation of leaders, which includes targeting individuals to attend both the Outstanding Teaching Programme and the National Professional Qualification for Middle Leaders. Furthermore, increasing numbers of teachers are using video filming and 'Lesson Study' to become more self-reflecting practitioners.
A comprehensive continuous professional development (CPD) programme has

been developed specifically for the large number of newly qualified teachers (NQTs) as well as those in the second year of their careers. This provides teachers with coaching sessions led by a senior leader, based around the key priorities they have identified. Teachers report how valued and supported they are.

The school has robust systems for distributing leadership. All senior leaders work in partnership with a designated year leader and teachers to ensure consistency in the monitoring and evaluation of teaching and learning. This information is then used to inform whole school trends as well as future training needs.

Teachers value the support and challenge provided through being part of an Early Years Foundation Stage (EYFS) hub of five schools. Teachers from across these schools routinely moderate children's learning and use feedback from this to share best practice.

For the past 18 months, the school has been implementing the 'Maths- No Problem!' scheme. All teachers have attended in-school training as well as visits to other schools in order to improve their practice. In the best learning, pupils are developing the language and key skills to help them to solve mathematical problems as well as to challenge other pupils' contributions. This is improving confidence levels among pupils, as they are willing to try new challenges.

The development of reading has been a high priority for CPD this year. All teachers are following the 'three o'clock' reading challenge and guided reading has been given greater structure. There is an increased number of volunteer readers. As a result of these initiatives, current progress data for pupils shows a much more positive picture compared with this time last year.

Many pupils start school with low levels of language and communication skills. They are all assessed through the 'Language Link' programme, which identifies gaps in their development and creates targeted interventions. Specialist teachers in the 'Launch Pad' deliver these programmes, in addition to providing expert support to class teachers.

2.3 School Improvement Strategies - Even better if…

õ there was a sharper correlation between the success criteria for each of the school's targets and the actions for improvement in the school's plans for improvement

õ the school addressed the needs of White British pupils with the same rigour as they have addressed the needs of disadvantaged pupils and other groups.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

Leaders continue to address the needs of individual members of staff, through personalised CPD, as well as providing opportunities for teachers to observe best practice both within Colham Primary and with its external partners of local schools.

3.2 Quality of Teaching, Learning and Assessment - What went well

The behaviour and attitudes to learning of pupils both in and out of classrooms are very good. The school's values set the tone for the conduct of pupils. They are polite and respectful at all times to each other, adults and visitors to the school. Pupils say, 'Our teachers believe in us, which gives us confidence' A group of Year 6 boys, who were preparing to teach mathematics to Year 3 pupils, were able to articulate clearly the skills needed to be a good teacher. They were also able to describe the benefits to their own learning from being able to support others.

The fact that so many of the school's Nursery children enter the Reception classes ensures that they continue to overcome the low levels of language and communication skills which many of them have.

The teaching of 'Maths - No Problem!' is having a positive impact on improving the quality of pupils' use of key subject vocabulary. It is also enhancing their problem-solving skills.

Where learning is strong, pupils are not only given time to consider their response to questions, but, are also expected to respond to the contributions of other pupils. Questions are carefully crafted to deepen their understanding. This not only increases pupils' engagement in their learning but also enhances their ability to reflect and reason.

The 'Enabling Enterprise' project, which is intended to support the progress of disadvantaged pupils, is making them more resilient towards challenges in their learning. It is also improving their team-working skills. The project has enabled a number of joint teacher, pupil and parental trips such as to watch a football match at Wembley Stadium; visit the Science Museum; and hold a picnic in a local park. These events encourage parents to take a greater interest in supporting their children's learning at home.

The creative curriculum provides pupils with numerous opportunities to produce quality pieces of written work set in different contexts. Pupils have recently been writing detailed biographical accounts about Jayne Austen and Charles Dickens. Pupils in Year 4 were learning with great enthusiasm what it would be like to visit and explore the Mayan culture.

Teachers and other adults work well together to encourage pupils to attempt something more challenging, thus deepening their understanding.

The 'three o'clock read' is one of the many strategies that is having a positive impact on pupils' reading. Additional support is provided for those pupils who do not routinely read at home. This is making pupils' progress more consistent than in previous years.

3.3 Quality of Teaching, Learning and Assessment - Even better if…

- teachers' questioning across the school allowed pupils time to consider their response as well as enabling them to develop and deepen their understanding.
- teachers allowed pupils greater opportunities to develop as independent learners,

enabling them to challenge themselves.

4. Outcomes for Pupils

In 2017, the proportion of children reaching a good level of development by the end of the EYFS was in line with the national average and was similar to that of 2016.

In 2017, although girls performed marginally better than the boys overall their results were in-line with each other in the majority of the areas of learning.

Current data indicates that in the EYFS, disadvantaged children are performing at least in line with other children and in many areas of learning are performing better. This is as a result of a stronger intake of children, as well as the impact of the 'Enabling Enterprise' programme.

The proportion of pupils meeting the expected standard in the phonics reading check in 2017 was in line with the national average and similar to that of 2016. All groups of pupils did equally well.

At the end of Key Stage 1 in 2017, the proportion of pupils reaching the expected standard in reading, writing and mathematics was in line with the national average but above average at greater depth. These pupils, who are currently in Year 3, are continuing to make good progress in all areas.

As pupils progress through Key Stage 1, the differences between disadvantaged pupils and other pupils are slowly diminishing.

At the end of Key Stage 2 in 2017, the progress of pupils was well below the national average in reading, just below in mathematics and above average in writing.

The progress made by pupils with low prior attainment was strong in reading, writing and mathematics. Pupils with middle and high prior attainment made less progress than other pupils nationally in reading and mathematics.

The proportions of pupils reaching both the expected standard and greater depth was well below the national average in reading.

Currently, across Key Stage 2, pupils are making good progress in all areas with the exception of mathematics in Year 5 and writing in Year 6. Disadvantaged pupils are performing at least in line with other pupils at the expected standard in reading, writing and mathematics. However, at greater depth, although these pupils are still behind other pupils in all areas, the difference is diminishing.

The proportion of the current Year 6 pupils working at greater depth in reading and mathematics is higher than in 2017. The overwhelming majority of pupils, including disadvantaged pupils, those speaking EAL and those with SEND, are currently making good progress.

5. Area of Excellence

The school has not suggested an area of excellence for this review.

6. What additional support would the school like from the Challenge

Partners network, either locally or nationally?

The school would like the development of a primary support hub, which could offer reciprocal links with other schools.

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.