

Inspection of Coleridge Primary

Coleridge Road, Eastwood, Rotherham, South Yorkshire S65 1LW

Inspection dates: 18 and 19 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

The conduct and behaviour of pupils at this school are superb. This is because the 'golden rules' are threaded through every aspect of school life. Every child has a voice and knows that their opinion is valued. Pupils are incredibly excited to come to school. The morning breakfast club is bustling with activity, which ranges from sports games to pupils making fruit kebabs with their parents and teachers. It is a very positive start to the day.

Adults care deeply about pupils' welfare. The atmosphere in the school is highly respectful. Pupils' relationships with each other are strong and caring. This is because all adults model very respectful behaviour. This means that bullying is incredibly rare and pupils feel safe.

Parents and carers know that their children receive outstanding support at this school. Many parents were eager to speak to inspectors to praise the work of teachers and leaders. Leaders' expectations of what pupils can achieve are incredibly ambitious. Many children start at Coleridge Primary School with language barriers. Leaders know this. Work with children in the early years immediately begins to ensure that all children receive a fantastic education with no limits on the curriculum they experience.

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

The curriculum for pupils is rare in its scope and ambition. This ambition extends to every pupil in the school, including those with special educational needs and/or disabilities (SEND). It is planned meticulously. The focus is on developing pupils' ambition and understanding of the world beyond the school gates. Leaders use the activities in the curriculum to celebrate the diversity of the school. In early years, for example, children produce and talk about mehndi tattoos during their creative work. In history, there is a focus on female historians that children can aspire to be. Pupils learn about famous scientists and their achievements. In early years, pupils can talk about light sources when discussing science work. All pupils in the school, including the very youngest, talk excitedly and with pride about what they learn. Some Year 4 pupils confidently conducted a conversation in Spanish during a conversation with an inspector.

This work produced by pupils is superb. They remember what they have learned, for example about ancient civilisations in history. This is because teachers make regular checks on pupils' learning. Teachers work together to look at the work that pupils produce. This helps teachers to understand which pupils need help. Teachers make changes to the planned curriculum as a result. This highly collaborative approach ensures that adults working with pupils have a shared understanding of what high-quality work looks like.

Reading is a high priority. The consistency and routines seen in phonics lessons are exemplary. Not a minute is wasted in helping pupils to learn how to decode. In

Nursery, adults immediately work with children on developing pen grip in 'scribble club'. Children are enthusiastic members of this club. As a result of this work, children in Reception are ready to start writing the letter sounds that they learn. Those pupils that need extra help are identified and targeted very quickly. They are confident that readers use their phonics knowledge accurately because they are supported expertly. Adults expect the highest levels of accuracy when pupils are reading.

The reading curriculum throughout the school is carefully designed so that pupils read authors that reflect their diversity. The characters in books reflect the different backgrounds of pupils at the school. Leaders are determined that all pupils should encounter a curriculum which represents them. This approach inspires pupils to respect each other.

Leaders ensure that pupils encounter a fascinating range of activities beyond the academic curriculum. Representatives from prestigious car manufacturers work with pupils on reading and science projects. Parents of children in the early years are invited on autumn walks with children and their teachers. Leaders listen to the suggestions of pupils to ensure that there are clubs and activities for all. For example, a reading shed has opened at playtime and a girls' hockey club has been created. House teams are based on traits that leaders want pupils to develop, such as aspiration and belief. Pupils are proud to be members of these clubs. Leaders work with organisations such as Camerados to help pupils develop resilience and to support mental health. These opportunities are planned in the curriculum so they become an integral part of pupils' development. Pupils are very confident when talking to adults.

Leaders at this school have enacted an ambitious vision which is shared and understood by all. Central to this is that the school should be a beacon of positivity in the local area. This vision has been realised because staff believe in leaders. As a result, all adults play their part in creating a vibrant school. Leaders ensure that staff receive regular training, for example in the teaching of phonics. The programme of coaching means that all staff reflect on how they work with pupils. There is a constant desire to be better and to do more for pupils. Leaders make use of the latest research and are constantly striving to refine and improve all aspects of school life. Governors and trustees understand the school very well. They are rightly proud that this school is at the heart of the community it serves and provides an outstanding education to its pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep thorough records about safeguarding incidents. This means they are able to ensure that pupils get the right support both within school and from external agencies. Leaders build strong links with families and know the individual circumstances of pupils very well. As a result, help for pupils is highly individualised.

Staff are kept up to date about safeguarding issues through regular briefings. They understand the risks that pupils face. Staff have a clear understanding of their responsibilities about the 'Prevent' duty and know how to pass on concerns to those responsible for safeguarding.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139223
Local authority	Rotherham
Inspection number	10241388
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	Board of trustees
Chair of trust	Robert Turton
Headteacher	Ian Tankard
Website	www.coleridgeprimary.org
Dates of previous inspection	4 and 5 July 2017

Information about this school

- Since the last inspection, there has been significant change in senior leadership. The current headteacher was appointed in 2018 and there have been two new deputy headteachers and a new early years leader appointed since then.
- Coleridge Primary School is part of the Central Learning Partnership Trust.
- The school uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other senior leaders, including those with responsibility for mathematics, English, the early years and phonics. Inspectors also spoke with representatives of the local executive governing board, including the chair, and representatives of the board of trustees. Inspectors also

spoke with the chief executive officer and deputy chief executive officer of the Central Learning Partnership Trust.

- Inspectors carried out deep dives in the following subjects: reading, science, art and design, and history. 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, including pupils with SEND.
- Inspectors also looked at curriculum plans for modern foreign languages, music and mathematics. Inspectors spoke to some pupils about their learning in modern foreign languages and looked at a sample of books, including for pupils with SEND.
- Inspectors visited lessons with leaders to look at the provision for pupils with SEND and they scrutinised support plans for pupils with SEND.
- To inspect safeguarding, inspectors scrutinised safeguarding records, including the single central record. They also spoke to leaders about safeguarding and asked staff and pupils about safeguarding.
- Inspectors spoke to leaders for personal, social and health education and looked at curriculum plans for this aspect of the school's work.
- Inspectors spoke to support staff about the school.
- Inspectors observed social times and spoke to pupils informally during these times.
- Inspectors spoke to groups of pupils, including single-sex groups of pupils.
- Inspectors visited extra-curricular clubs and spoke to pupils about these clubs. Inspectors also spoke to leaders about the organisation of trips, visits and clubs.
- Inspectors spoke to parents and took account of the views of parents, pupils and staff through surveys, including by looking at responses to Ofsted Parent View, Ofsted's online survey.

Inspection team

Matthew Vellensworth, lead inspector

His Majesty's Inspector

Becky Austwick

Ofsted Inspector

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