

Coltishall Primary School

Inspection report

Unique reference number	121017
Local authority	Norfolk
Inspection number	380150
Inspection dates	28–29 February 2012
Lead inspector	Christopher Parker

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	Ian Clark
Headteacher	Mark Adamson
Date of previous school inspection	10 March 2009
School address	St John's Close Coltishall Norwich NR12 7HA
Telephone number	01603 737481
Fax number	01603 736118
Email address	office@coltishall.norfolk.sch.uk

Age group	4–11
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Introduction

Inspection team

Christopher Parker

Additional inspector

Piers Ranger

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 15 lessons taught by six teachers, talked to the pupils about their work and behaviour in the school and scrutinised a sample of their exercise books. Inspectors also met with three representatives of the governing body, and members of staff with responsibility for leading English and the provision for disabled pupils and those who have special educational needs. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at records of behaviour, safeguarding policies, records of monitoring the quality of teaching, and the school improvement plan. They analysed responses to questionnaires received during the inspection from 81 pupils in Years 3 to 6, 64 parents and 16 members of staff.

Information about the school

The number of pupils has increased a little over the last year, but the number on roll remains below average for a primary school. The proportion of pupils from minority ethnic groups is very low, and all pupils speak English as their first language. The proportion of disabled pupils and those who have special educational needs is similar to the national average. The school is currently operating with six classes; Years 4, 5 and 6 are taught in mixed-age groups. The school has gained a range of awards including the Norfolk Healthy Schools Status, the Artsmark, the Silver Eco-Schools status and the St. John Ambulance award. The school met the government's floor standard in 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is not good because not all of the pupils capable of reaching higher levels of attainment are doing so. Over the last year or two the school's performance has steadily improved. It has a secure basis on which to continue to improve, but some plans and activities lack the detail to rapidly accelerate this process.
- Achievement is satisfactory. Pupils' attainment is broadly average and there are clear signs that it is rising. However, while most pupils are on course to reach the expected level, too few are challenged to reach the higher levels of attainment.
- The teaching is satisfactory. Although the teaching is good or better in some lessons, in others the pace of learning lacks urgency and not enough is expected of more-able pupils to make sure that they make rapid progress. The marking of pupils' work has improved, but inconsistencies remain in the way it is used to help them to improve.
- The behaviour and safety of the pupils are satisfactory. Pupils behave well in lessons. Some pupils are concerned that behaviour at playtimes and lunchtimes is not good enough. The school has taken the right steps to better manage playground activities. The pupils' attitudes to learning are positive, but not all present their work with sufficient care.
- The leadership and management of the school, including the leadership of teaching, are satisfactory. Following a dip in the school's performance, the headteacher has overseen improvements that have resulted in pupils making at least the progress expected of them. However, the monitoring of teaching and school improvement planning are not sharply focused on rapidly accelerating pupils' progress.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the progress that the pupils make, particularly the more-able, so that at least half of the pupils reach the higher levels of attainment in English and mathematics at the end of Year 6 in July 2013, by ensuring that:
 - teachers have consistently high expectations of what the pupils can achieve
 - tasks are always well matched to the needs of all groups, and those for the more able challenge them and extend their learning
 - marking and feedback provide clear detail for pupils about how to improve their work, and opportunities for them to make those improvements
 - lessons are always conducted with pace, and time is used purposefully
 - pupils have a broad range of opportunities to use and extend their literacy and numeracy skills in a range of subjects and contexts
 - pupils are expected to present their work to a high standard.

- Improve monitoring and improvement planning by:
 - placing a sharper focus, when monitoring the quality of teaching, on its impact on pupils' learning and progress
 - ensuring that the school improvement plan has clearer criteria against which success can be measured, and more demanding timescales within which the governing body and senior leaders can evaluate the impact of the plan on the school's performance.

Main report

Achievement of pupils

The children start school with the skills and abilities expected for their age. They are well taught in the Early Years Foundation Stage and, over the last few years, the proportion of pupils reaching a good level of development by the end of the Reception Year has risen year on year, so that it is now above average. In Years 1 to 6 the pupils make good progress in some lessons, but progress in others is satisfactory. As a result of this variation, most pupils, including disabled pupils and those who have special educational needs, make satisfactory progress. Attainment in writing and mathematics, by the time pupils leave the school, is broadly average. The pupils read confidently, and standards in reading are currently above average at the end of Year 2 and also at the end of Year 6. Those who are not as confident use their secure knowledge of letters and sounds (phonics) to read unfamiliar words. They are able to do this because, for example, in Year 1 the teacher takes every opportunity to encourage the pupils to use their knowledge of letters and sounds. This was the case when they made particularly good progress in writing the opening

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to a story.

The progress of pupils in Key Stage 2 has fluctuated in recent years. A dip in progress for the year group who took their Year 6 tests in 2010 was followed by a recovery for the year group taking tests in 2011. The information that the school keeps about each pupil's progress, and scrutiny of their work, shows that the rate of progress is continuing to increase and, consequently, attainment in English and mathematics is rising. However, the progress of more-able pupils, whilst broadly satisfactory, is not rapid enough to make sure all of those capable of reaching higher levels of attainment in English and mathematics do so by the end of Year 6. In some mathematics lessons, for example, tasks were not matched closely enough to what pupils need to learn next to ensure good progress. Sometimes there was insufficient challenge for the more-able, and occasionally tasks were not sufficiently tailored for the needs of disabled pupils and those who have special educational needs.

The pupils' work in a range of subjects is satisfactory, although some aspects of history and geography are not always studied to the depth expected of older and more-able pupils. In addition, opportunities for pupils to use and apply their writing and numeracy skills are not fully exploited. Work in religious education is more comprehensive and, alongside their work in art and music, contributes well to the pupils' spiritual and cultural development.

Most parents who responded to the inspection questionnaire agree that their child is making good progress. Inspectors found that progress is satisfactory.

Quality of teaching

In the Early Years Foundation Stage the teaching is consistently good. Learning is sharply focused, through teacher-led activities and those that the children choose themselves. The curriculum provides a sound framework for the teaching of phonics, and this is particularly strong in the Reception and Year 1 classes. It is systematic and regular, and makes good use of information and communication technology to motivate and interest the children.

The teachers have good relationships with their pupils; they question the pupils confidently, and engage them in discussions that make a secure contribution to their spiritual, moral, social and cultural development.

The school is currently working to improve the teaching of writing. Where the teacher models what is expected of the pupils and sets out clear criteria for them to work towards, as in an outstanding lesson observed in Year 1, time is used purposefully and the pupils make rapid progress. In a lesson for older pupils where approaches and expectations were not as explicit, pupils made satisfactory progress. The teaching of mathematics is satisfactory, but not enough consideration is given to carefully matching the work to the needs of all pupils. In addition, pupils are not always urged to make full use of the time available. As a result, the pace of learning in some lessons slows.

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Marking is conscientious, but is not linked closely enough with the system of setting targets for the pupils. The school has made improvements since the last inspection, but some inconsistencies remain in the frequency and detail with which teachers identify what the pupils need to do to raise their standards. In addition, pupils are not always given the opportunity to make the suggested improvements.

Most pupils enjoy school and feel that they are well taught. This is a view supported by most of their parents. However, a few parents wrote to inspectors to say that they felt the teaching did not stretch their children to reach their full potential. The inspectors found this was sometimes the case and judged teaching to be satisfactory.

Behaviour and safety of pupils

The vast majority of parents agree that the pupils behave well. However, a few parents and a sizeable minority of pupils do not. The reason for the pupils' view of behaviour was investigated thoroughly. Discussions with groups of pupils revealed that they have very few concerns about behaviour in the classroom, but that some are not happy with the situation at playtimes and lunchtimes. Many of their concerns are linked to rough play and overly robust games, where older pupils dominate areas of the playground and, as a result, others are bumped and jostled. The school has taken appropriate action. Pupils concede that steps taken to allocate areas of the playground for different activities have improved things. They also say that the situation is much better when they are able to play on the field as well as the hard play area. The school has employed an additional lunchtime supervisor and provided training for all supervisors to improve behaviour at lunchtimes. In addition, the deputy headteacher has convened a working party made up of both adults and pupils to ensure that lunchtimes and playtimes are enjoyed by all pupils.

The school monitors and records the behaviour of the very few pupils who experience difficulty in managing their own behaviour. The behaviour of these pupils is well managed by the teachers, and disruption to learning is rare. The school helps the pupils to recognise bullying, and last term focused effectively on developing their knowledge of internet safety and cyber-bullying. The school also provided an opportunity for parents to attend training in these issues. Most pupils agree that the school deals with all types of bullying well.

In lessons the pupils concentrate on their work, and collaborate well on tasks they are set. They have satisfactory attitudes to learning, although too many pupils do not present their work neatly or take sufficient care with their handwriting. Although teachers comment, in some cases frequently, on untidy presentation, not enough is done to make sure that the pupils present their work to a high standard.

Leadership and management

Leaders and managers have demonstrated a satisfactory capacity to improve the

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school's performance. The headteacher and senior leaders have been successful in raising attainment and in ensuring that most pupils make at least the progress expected of them. However, more recent changes have yet to result in rapidly accelerated rates of progress because the school improvement plan, although setting an appropriate agenda, lacks sharp detail about exactly what must improve and by when. Consequently, it is difficult for senior leaders and governors to evaluate the impact of the school's investment on improvements in pupils' progress and take rapid action to accelerate it further. Nevertheless, the governors provide effective support for the school, and are robustly challenging the headteacher to explain and improve the pupils' performance.

The headteacher and senior leaders frequently monitor the quality of teaching. However, records of the monitoring of teaching show that their observations are not always closely focused on evaluating the impact of the teaching on the pupils' learning and progress to bring rapid improvement.

The English subject leader models high-quality teaching. She is engaged in activities to bring further improvements in the standard of pupils' writing. Training for 'Talk for Writing' has brought benefits, and the school is currently working on plans to broaden the range of opportunities for pupils to extend their writing skills in a range of subjects. The school is also working to display a greater range of examples of high-quality writing and resources to support the pupils. While these developments are evident in some classrooms, approaches vary considerably in others. The headteacher closely monitors the progress of pupils, including disabled pupils and those who have special educational needs. This illustrates very well the school's commitment to providing equality of opportunity.

The curriculum is broad and balanced, and provides the pupils with interesting visits and activities, together with a broad range of extra-curricular opportunities. Though there are weaknesses in the way literacy and numeracy are reinforced across other subjects, the curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Safeguarding procedures are comprehensive. Arrangements for safe recruitment of staff, child protection and site security are all robust.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 March 2012

Dear Pupils

Inspection of Coltishall Primary School, Norwich, NR12 7HA

Thank you for making me and Mr Ranger so welcome when we inspected your school recently. I am particularly grateful to those of you who spent some of your time talking to us about your school, and to those of you who completed questionnaires. You told us that you enjoyed school, and that improvements in the marking of your work are helping you to make better progress. Some of you told us that there is some rough play, and that the younger children can be bumped and jostled in the playground. However, others were clear that what the school has done recently has improved things. A working group, including members of the school council, has been set up to look at ways of making sure everybody is happy on the playground.

Your school gives you a satisfactory education. The headteacher and teachers are working to help you to make faster progress and reach higher standards in English and mathematics. Over the last year or two, they have been successful in helping more of you to make better progress, but I have asked them to speed up this process so that more of you reach the higher levels of attainment in English and mathematics. I have asked them to make sure that lessons always challenge you and marking always tells you how to improve. Some, but not all of you, write neatly and present your work carefully. I have asked the teachers to expect higher standards of presentation from you all. You can help by always producing your best work. I have asked the headteacher to check very carefully that you make as much progress as you can in lessons. I have also asked that the school's plans for improvement are made easier to check, to make sure that they are making a big difference.

I enjoyed being in your school, and hope that in the future it is successful in helping you to achieve the highest standards you can.

Yours sincerely

Christopher Parker
Lead inspector

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