

Coldfair Green Community Primary School

Inspection report

Unique Reference Number	124629
Local Authority	Suffolk
Inspection number	359729
Inspection dates	16–17 June 2011
Reporting inspector	Nick Butt

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Christine Brooks
Headteacher	Annie Minton
Date of previous school inspection	17 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspection team observed 11 lessons taught by four teachers. Inspectors held meetings with members of the governing body, staff and groups of pupils, and spoke informally to parents on the playground. They observed the school's work and looked at a selection of documentation, including planning, evidence of monitoring records, including the school's lesson observations, and analyses of pupils' work and other assessment information. The inspection team scrutinised inspection questionnaires returned by 74 parents and carers, as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the school doing to raise attainment in mathematics, especially at Key Stage 2?
- How effectively does the school promote pupils' cultural development, considering almost all pupils are from White British backgrounds?
- How well does the school evaluate the impact of its strategic plans and clearly identify its key priorities for improvement?

Information about the school

Coldfair Green is smaller than most primary schools. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average. Following reorganisation into a 4-11 primary school, the school will retain its present Year 4 pupils for two further years, until they leave in July 2013. A building project is underway to facilitate this. The school has gained national Healthy Schools status and the ECO Green Flag.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Coldfair Green provides a good education for its pupils. It has some outstanding features, including pupils' safety, their behaviour, how they adopt healthy lifestyles and the contribution they make to the school and the wider community. Their spiritual, moral, social and especially cultural development is also outstanding, contributing to very strong community cohesion. Pupils make good progress from below average starting points so that by the end of Year 4 attainment is above average in reading and writing and average in mathematics. Their progress in mathematics is not as strong as in reading and writing at Key Stage 2, because they do not always have sufficient opportunities to apply their knowledge and understanding in real-life situations. Parents and carers are extremely positive about the school. One, speaking for many, said, 'Teaching staff, teaching assistants, catering and secretarial staff are all so very dedicated and their hard work makes the school such a special place to be.'

Good teaching ensures that pupils learn quickly and enjoy their experiences, developing good work habits and study skills. Effective use of information and communication technology (ICT) enables pupils to research their work at school and practise their skills at home. The school's learning portal is well organised, and many pupils engage with the headteacher on her 'blog', sharing ideas and photographs with her about their learning and achievements. Pupils know how well they are doing and have regular targets for improvement, although there is some inconsistency in marking, especially in mathematics. Staff have high expectations of pupils, and work is mostly pitched at the right level for them. However, on occasions, higher-attaining pupils are not challenged enough. The curriculum is being developed to take into account the full primary age range. There is a good range of visits, visitors and clubs for pupils to enjoy, making the most of the wealth of cultural, environmental and historical opportunities in the area.

The headteacher's energy and drive have invigorated the whole school community, and made the school an exciting, dynamic and fun place to learn. She is supported well by an experienced and talented staff team, with everybody, whatever their role, fully committed to her vision, and going the extra mile to see it realised. This has led to a very positive ethos, in which pupils are known as individuals and cared for and supported extremely well. It has also meant that the extensive building project has had no detrimental effect at all on pupils, it has been so well managed. The school has a strong focus on raising attainment and improving teaching, with systematic monitoring and accurate self-evaluation. Staff and the governing body contribute to strategic planning, although the school's evaluation focuses more on actions completed rather than what their impact has been. While everybody knows the key areas for improvement, these are not easily identified in the school development plan itself. There has been good progress since the last inspection, and the momentum created by the headteacher's enthusiasm and

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organisational skills, combined with the support of staff and the governing body, mean that the school is well placed to continue to make sustained improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics at Key Stage 2 to the same above-average levels as reading and writing by:
 - developing pupils' ability to use and apply their knowledge and understanding in real-life situations
 - using marking to clearly show pupils how to improve their work
 - ensuring higher-attaining pupils are sufficiently challenged.
- Improve the effectiveness of strategic planning by:
 - simplifying the school development plan to ensure that the school's key priorities for improvement are easily identified
 - measuring the full impact of the actions taken to bring about improvement.

Outcomes for individuals and groups of pupils

1

Pupils enjoy their learning and work purposefully in class, keen to participate in lessons. For example, Year 1 pupils were very keen to talk about their 'Rainbow Fish' stories, and took pride in producing their booklets. Year 2 pupils were able to use the symbol for 'greater than' correctly after a lively and stimulating explanation by the teacher comparing it to a crocodile's open mouth gulping down the bigger number. All groups of pupils make good progress, including those whose circumstances may make them vulnerable, because of the careful planning that takes full account of what they know and understand, and what their next steps in learning should be. Pupils with special educational needs and/or disabilities also achieve well because they are given achievable short-term targets that are regularly reviewed, and they receive effective support from well-trained teaching assistants tailored to their individual requirements. These pupils also benefit from carefully planned interventions, with their progress measured to confirm that the support is working well.

Pupils are extremely confident that they are safe in school, a view backed overwhelmingly by parents and carers, and have an excellent awareness about matters relating to safety. Behaviour is outstanding, with pupils showing care and consideration for one another, and sharing activities sensibly during a wet lunch hour. A pupil said, 'Everyone's kind and we're all friends!' Pupils know all about keeping healthy, and take plenty of exercise every day, including participating in a wide range of sports clubs. The school council organises fruit for the older pupils. Pupils are very much at the heart of their community, whether it is joining a local opera company to sing in the chorus, or running the midsummer festival (this year with a Caribbean theme). Pupils played a key role in helping to design and build the school's new garden, which is based on the Suffolk seashore, with members of the community and students from a local college. Pupils take their responsibilities seriously as buddies, members of the school council and ECO council, and junior road safety officers.

Pupils' cultural development is particularly strong, as they keep in touch with children in Uganda and Grenada, and study their life and culture in depth. They also have links with a

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large multicultural urban school in Ipswich, giving them direct experience of pupils from backgrounds different from their own. This is also demonstrated in the way they welcome pupils with sometimes profound disabilities, and others with contrasting beliefs or customs. Pupils ensure the school is an orderly community, upholding its positive values. Their spiritual development is enhanced not only by assemblies and religious experiences such as the Christingle service in church, but also by their participation in a wide range of cultural, historical and environmental activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge, which they use well to interest and inform pupils, involving them fully in lessons. Excellent relationships between adults and pupils mean that pupils are motivated to learn, and that learning takes place in a calm and purposeful environment, enhanced by attractive displays of pupils' work. ICT is used extremely well as a tool to aid learning, and the school has been shortlisted for a national award for its innovative use of technology. Improvements to the teaching of literacy, such as making more use of guided writing, have led to a rise in attainment. Teachers do not provide enough opportunities in mathematics to apply what they know in new situations. The purchase of new resources is giving more structure to how mathematics is taught at Key Stage 2. At times, higher-attaining pupils are given work that does not challenge them sufficiently. Good assessment ensures that pupils know about their levels of attainment,

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and their targets for improvement. This is not always apparent in exercise books, where marking sometimes does not show pupils how they can improve their work.

The curriculum is well-organised and relevant. There are good opportunities for pupils to develop their literacy and ICT skills across different subjects. For example, a Year 2 pupil, writing as Florence Nightingale to Queen Victoria from the Crimea, said, 'This hospital is a disgrace!' However, links are not so well-established in numeracy. Pupils enjoying learning about the life and culture of people in Grenada, following the visit by the headteacher to set up a link with a school there. The school makes the most of opportunities to enrich pupils' experiences through the arts, sport and music, activities including reciting Shakespeare from heart, Djembe drumming and a visit to Orford Castle. Excellent pastoral care ensures that all pupils' needs are met, something commented upon by many parents and carers, whose children settle quickly in school. The school seeks out support in order to tailor its help precisely, and has forged outstanding links with a wide range of organisations. Good provision for pupils with special educational needs and/or disabilities ensures that they achieve well, and that some individuals overcome considerable barriers to learning in the process.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides an excellent role-model, making herself extremely accessible and setting out a clear vision for improvement that is backed by strong systems and effective procedures. A good tracking system ensures that all staff know how well pupils are doing, and means early intervention can take place where a pupil is struggling. Monitoring of teaching and learning is thorough and systematic, and includes all staff observing one another teach. This leads to accurate self-evaluation. However, the school development plan has too much fine detail and makes it difficult to identify the school's key priorities for improvement, even though informally these are well known. Evaluations of the impact of initiatives focus too much on the actions taken rather than what difference they have made to pupils' achievement.

The good governing body holds the school to account well and is led effectively. While governors make regular visits to school and monitor many aspects of its work, these are not closely aligned to the school's key priorities for improvement. The school engages parents and carers extremely well, and is extremely accommodating to their requests, keeping them well informed through the learning portal. Outstanding partnerships, such as with a local archaeological society or opera group, give pupils experiences they could not

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otherwise enjoy, and make an extremely positive contribution to their personal development and enjoyment of school.

The school tackles discrimination and promotes equality of opportunity well, with all pupils included. The school is working hard to narrow the gap between attainment in reading and writing and in mathematics. Excellent systems ensure pupils are extremely well safeguarded, with the headteacher trained as a trainer and staff and governors trained well in the procedures. All staff are fully aware of the requirements, and the governing body takes a very active role in ensuring policies are up to date and safe recruitment enforced. The school promotes community cohesion highly effectively, having done an audit of its provision, implemented an action plan, and reached out extremely well to groups whose circumstances make them hard to reach. There are also well-established links internationally in Uganda and Grenada, and with a multi-cultural school in Ipswich. The school acts as a resource for other schools, and has an extremely cohesive and inclusive atmosphere.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children get off to a good start in Reception, several not having benefited from pre-school experience. They settle quickly because of the caring and stimulating learning environment, and because adults soon get to know them really well, and plan work that suits them. The teaching is good, focusing appropriately on developing children's early literacy and numeracy skills, and encouraging them to talk about their learning. Planning takes full account of children's interests, and is imaginative and relevant. The recent topic on growth included a variety of exciting activities, including role-play garden centre outside and florist inside, and opportunities to grow potatoes, sunflowers, sweet peas and

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strawberries, and press flowers. A visit to a local poppy field was a great success, and resulted in children producing striking paintings after the style of Monet.

Assessment is good, and shows that pupils progress well from often below average starting points. Some parents and carers would like more information about how their children are doing, for example through 'learning journeys' that record children's achievements in different areas of learning in an easily accessible form. Children develop independence and the ability to focus on one activity at length. Occasionally, higher-attaining pupils are not given sufficient opportunities to develop their literacy skills through writing whole sentences and longer pieces of work. Leadership and management are effective, with a strong team of adults working well together and giving children an exciting and memorable start to their education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response from parents and carers to the questionnaire was much higher than is often found. Both through their responses, and in conversation in the playground, parents made clear how much their children enjoy school, how the school helps them to support their children, and the strength of its leadership and management. These aspects are all supported by inspection findings. A few parents and carers expressed individual concerns, which were raised with the headteacher anonymously, but no patterns emerged. Overall, parents and carers expressed a high level of satisfaction including by the one who stated, 'The welfare of the children is the most important part of this school, and the teachers make the learning experience for the children very special.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coldfair Green Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 74 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	78	16	22	0	0	0	0
The school keeps my child safe	61	82	12	16	1	1	0	0
My school informs me about my child's progress	46	62	26	35	2	3	0	0
My child is making enough progress at this school	49	66	22	30	2	3	0	0
The teaching is good at this school	59	80	11	15	1	1	0	0
The school helps me to support my child's learning	52	70	22	30	0	0	0	0
The school helps my child to have a healthy lifestyle	55	74	17	23	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	50	68	20	27	1	1	1	1
The school meets my child's particular needs	50	68	19	26	2	3	1	1
The school deals effectively with unacceptable behaviour	52	70	20	27	1	1	0	0
The school takes account of my suggestions and concerns	51	69	21	28	1	1	0	0
The school is led and managed effectively	56	76	17	23	0	0	0	0
Overall, I am happy with my child's experience at this school	59	80	14	19	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



20 June 2011

Dear Pupils

Inspection of Coldfair Green Community Primary School, Saxmundham, IP17 1UY

Thank you very much for welcoming us to your school, and especially for telling us your views, both through filling in the questionnaires and when you met with us. We agree with you that Coldfair Green is a good school with many strengths. Here are some of them.

You feel very safe in school, and have an excellent understanding of how to stay healthy.

Your behaviour is outstanding and you play a full part in making the school such a happy place to learn.

You are fully involved in supporting your local community, and take part in many interesting and exciting events, such as the Jubilee Opera and the Suffolk Festival.

You know much about other cultures and beliefs, and are very tolerant of people who are different from you.

The school cares for you extremely well, especially if you are going through a difficult time.

The school has excellent relations with parents and carers and other organisations to make sure you really benefit from your education.

You have made good progress in reading and writing. We have asked the school to make sure that you do just as well in mathematics by helping you to use your skills in different ways. You all can contribute to this by working hard at improving your mathematical skills, and reaching your targets. We have asked your teachers to write comments in your books about how you can improve your work, and to make sure the work challenges you. We have also asked the school's leaders to keep a careful check on what difference the actions they are taking make to your education.

Thank you once again for your help, and our best wishes for the future.

Yours sincerely

Nick Butt

Lead Inspector

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