

Carlton Colville Primary School

Inspection report

Unique Reference Number	124574
Local Authority	Suffolk
Inspection number	380920
Inspection dates	28–29 November 2011
Reporting inspector	Geof Timms

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Jackie Holland
Headteacher	Carol Child
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by 4 additional inspectors. They observed 27 lessons taught by 15 teachers. Inspectors held meetings with staff, pupils and members of the governing body. They observed the school's work, and looked at a range of planning documents, assessment information and policies. In addition, 153 questionnaires from parents and carers were scrutinised.

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

- How well has the school maintained the progress and attainment in Key Stage 2 as the school has grown?
- What has the school done to raise attainment in mathematics since the last inspection?
- How well has the school maintained its strengths during the change of status and expansion to two sites?
- What is the impact on learning of the school's creative curriculum?

Information about the school

This is a larger than average-sized primary school. It became an all-through primary school at the start of the term in which the inspection was held and is temporarily occupying two sites. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of the pupils are White British. There is a very small proportion of pupils from other ethnic backgrounds, very few of whom speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs entitling them to extra support, is below average. Their main learning needs are speech, language and communication. The school has Healthy Schools status, an Activemark award and a Football Association Charter Mark.

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?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school has maintained and built on the strengths recognised at its last inspection. This has been the case even through its change of status from a First to a primary school, and as it has begun the move to its new site. The excellent leadership demonstrated by the headteacher, and the vision shared by all staff and the governing body which permeates throughout the school, has been a major factor in the school's success. Consistently exceptionally high standards, based on an outstanding and imaginative curriculum and very strong teaching and learning, are helping prepare the pupils very well for the next stage in their education. Having managed this through the recent significant changes to the school is a clear indication that the school has an outstanding capacity to maintain the positive aspects of its work and build on them even further as its full primary status is consolidated.

Attainment in reading, writing and mathematics is consistently high. The exceptionally high standards the pupils previously achieved, from their broadly typical attainment on entry to the school, at the end of Year 2 and Year 4 are being built on through Years 5 and 6. Assessment data from the school's tracking shows that Year 6 pupils are on track to achieve high standards at the end of the year. In mathematics, which was a weaker subject in the past, the school has worked hard and successfully to raise standards and a good number of the current Year 6 pupils are already working at the higher levels. This has been achieved through staff training, rigorous tracking of pupils and some special mathematics themed activities involving parents and carers.

The exceptional learning and progress is the result of outstanding teaching over time. The school has had to expand as it has changed status and this has meant new staff with a range of different experiences joining the team. This process has been exceptionally well managed by the senior staff but, even so, a few minor inconsistencies remain. These are evident, for example, in the way work is matched to all pupils' abilities and in the feedback given to them so that they know what their next steps in learning should be. Pupils' learning is helped by their outstanding behaviour and above average attendance. They have an excellent understanding of how to keep themselves healthy and safe. This is supported by the school's excellent procedures for safeguarding and by the parents and carers, with all of those responding to the inspection questionnaire agreeing that the school keeps their children safe.

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The school's vision that 'what we learn with pleasure we never forget' is evident throughout the way the school is run. Through a very significant time of change, the leadership has been robust in maintaining high expectations of everybody involved and the success of this is evident as all adults say they are proud to be a member of staff at the school. Excellent links with parents and carers, and with many different external agencies, support the outstanding curriculum and the high quality care, guidance and support provided for all pupils. Interventions are successful, whether supporting those who find learning more difficult or those who find learning easy and need further challenge. The governing body has an excellent and accurate picture of the school's strengths and future developments, and they have ensured the success of the school has been maintained even through the difficulties of temporarily working on two sites. The outdoor learning provision, especially for the children in the Early Years Foundation Stage, is currently underdeveloped, although this is due to be addressed as the move to the new school evolves.

What does the school need to do to improve further?

- Spread the excellent teaching and learning that exists through the induction and professional development of new staff, with particular efforts to:
 - ensure the work provided for pupils is consistently matched to their prior attainment
 - ensure that the feedback provided for pupils helps them clearly understand the next steps in their learning.
- Ensure the planned move to the new building is a smooth transition and that effective planning ensures the best learning opportunities in the newly developed outdoor areas.

Outcomes for individuals and groups of pupils**1**

Pupils' learning and progress is outstanding and they make excellent gains in their learning as they move through the school. From broadly expected skills and experiences for their age when they join the Nursery, they make good progress to the end of the Reception Year and are ready to build on this as they join Key Stage 1. In Years 1 and 2, pupils make excellent progress in all subjects, especially mathematics where small group work to extend and challenge the more-able pupils is proving very successful in helping them to achieve high standards. In one excellent session, for example, pupils solved problems with more than one step and a major strength observed was their willingness and ability to self-correct when they saw an error in their work. In Key Stage 2, these excellent basic skills are built on further and develop to secure high quality outcomes. Writing standards are of very high quality, as shown in the poetry writing in Year 6, evoking a Victorian autumn. There are no differences in the long-term attainment of different groups of pupils and all pupils make exceptional progress.

The high level of basic skills means pupils are exceptionally well prepared for the

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next stage in their education. They make a good contribution to the school through a range of responsibilities and a highly effective school council. A wider view is encouraged through a good range of charity work, such as a link with a school in Ghana. Good spiritual, moral, social and cultural development is promoted through the curriculum. A strength of this area is the work done to help pupils understand a range of eco issues. Pupils can talk knowledgeably about how to stay healthy through regular exercise and healthy eating and drinking. They feel safe in school as they have an excellent and mature understanding of how to deal with any bullying should it occur.

These are the grades for pupils’ outcomes

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

How effective is the provision?

The outstanding quality of teaching and learning has been consistent over recent years. The school is successfully expanding and introducing a number of new staff, some with middle school backgrounds and others at the start of their careers. Because of this there remains a need, even though the teaching is of high quality, to ensure that the excellent practice that does exist is shared, and to give teachers opportunities to learn from each other. Excellent planning ensures that all pupils’ needs are usually met, although at times the most able are not provided with sufficiently challenging tasks. The school has developed a good marking and feedback policy but this is not yet consistently applied when helping pupils understand what they need to do to reach the next level. Relationships between staff and pupils are excellent and this ensures pupils have the confidence to take a full part in lessons. They willingly answer questions and join in activities with clear

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

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pleasure and enjoyment. They are well supported by high quality teaching assistants.

The school has developed an outstanding creative curriculum that is often used as an exemplar by other schools. It has very effective and imaginative links between subjects that make the learning of skills more meaningful to pupils. For example, in a Year 1 topic about festivals, very good activities promoted an understanding of light and fire through the Great Fire of London, fireworks and investigations of a range of light sources. The excellent quality of care, guidance and support has been maintained since the last inspection. This supports the learning of all pupils, especially those facing more challenging circumstances or who have special educational needs and/or disabilities. Pupils’ individual needs are well tracked and interventions put in place as necessary. The school has developed its own nurture provision to support any pupils with behavioural or emotional needs, and this is very successful in helping them to make excellent progress personally and academically. The governing body are also responsible for the successful breakfast club run on both sites.

These are the grades for the quality of provision

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

How effective are leadership and management?

Outstanding leadership is ensuring that, during what could be a very disruptive time with significant changes to the school and the buildings, learning and progress are not affected. The headteacher and senior leadership team have a very clear and ambitious vision for the future of the school. Very effective recruitment has ensured that subject leadership is excellent. Those staff responsible for a subject or aspect of the school monitor and evaluate its progress in line with the priorities in the school development plan. The whole school community has been imbued with an excitement about the future for the school as it moves to the new building. The leadership has worked hard to maintain the existing excellent standards and quality of provision as the school has grown. Staff have been helped by an outstanding governing body who monitor the work of the school very closely and thus have the information needed to question, challenge and support all aspects of its work. The staff work very hard to ensure no pupils are discriminated against or are unable to access any aspect of the curriculum. The school promotes pupils’ good understanding of community cohesion through a range of activities, including links with a school in Africa and many cultural and creative aspects of the excellent curriculum. The school is aware that more remains to be done to help pupils understand more about the diversity within our country. Safeguarding has had a high profile during the school’s

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expansion and a major impact on the safe use of the two sites. This has been done exceptionally well, and school procedures have been taken up and praised by other agencies.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The good provision in the Early Years Foundation Stage ensures that children settle quickly into school life and make good progress from their starting points. Arrangements for children starting at the school, newly altered to ensure all children start in September, have been adapted well and some good links with parents, carers and home have been created. The Nursery is well staffed and resourced, and children have many opportunities to follow their interests and select activities they wish to pursue. In addition, adult-led activities, such as the creative work in preparation for Christmas, are also used well to promote mathematical development through counting, shapes and colour work. In the Reception classes, children are given good opportunities to build on these mathematical skills through counting games and rhymes, and activities to teach early addition and subtraction skills. However, the difficulties created by the lack of a suitable outdoor area for Reception means some learning opportunities are limited until the planned improvements at the new building are put into place. Staff observe children’s progress in some detail and their observations, samples of work and photographic evidence are entered into the very good ‘learning journeys’. These provide staff, parents and carers with an excellent record of the children’s learning. Parents and carers also have an opportunity to contribute to these by providing examples of work and evidence of learning done at home. Children’s progress is tracked carefully and any gaps in their experiences are filled through individual planning.

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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 parents and carers who responded to the questionnaires were overwhelmingly positive in their views of the school. All of them agreed that the school kept their children safe. Almost all said their children make enough progress due to good teaching and that they are happy with their children’s experience at the school. The inspection findings agree with these positive views and inspectors found many outstanding strengths throughout the school. A very small number of parents and carers felt that the school did not always respond to their suggestions and concerns. Inspectors looked into this and found that the school’s engagement with parents and carers is excellent. Inspection evidence shows some very strong and effective communication between parents, carers and the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carlton Colville 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 153 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	116	76	34	22	2	1	1	1
The school keeps my child safe	110	72	43	28	0	0	0	0
The school informs me about my child’s progress	82	54	67	44	4	3	0	0
My child is making enough progress at this school	89	58	63	41	0	0	0	0
The teaching is good at this school	97	63	55	36	0	0	0	0
The school helps me to support my child’s learning	91	59	58	38	2	1	0	0
The school helps my child to have a healthy lifestyle	80	52	68	44	3	2	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)	87	57	58	38	1	1	0	0
The school meets my child’s particular needs	87	57	63	41	2	1	0	0
The school deals effectively with unacceptable behaviour	76	50	69	45	5	3	0	0
The school takes account of my suggestions and concerns	71	46	73	48	1	1	0	0
The school is led and managed effectively	90	59	60	39	1	1	0	0
Overall, I am happy with my child’s experience at this school	102	67	50	33	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



30 November 2011

Dear Pupils

Inspection of Carlton Colville Primary School, Lowestoft, NR33 8DG

Thank you for the way you welcomed the inspectors to your school recently. We really enjoyed our visit and talking with many of you about your school. We especially enjoyed seeing your excellent behaviour and how much you clearly enjoyed your learning. It was a very interesting time to visit, as you have just started to have a Year 6 for the first time and are in the middle of moving to the new building. We really enjoyed seeing your art and design work.

Carlton Colville is an outstanding school and it is to everybody's credit that this has continued even though the school is growing and changing so much. We are sure that it will continue to improve in the future because you are all working so hard together to make it successful. The headteacher provides outstanding leadership and the work of all the staff is of high quality. As a result, you are making excellent progress in reading, writing and mathematics and reaching exceptionally high standards. There are, however, a few times when teachers could give those of you who find learning easier some more challenging things to do, and also help you understand better what you need to do to get to the next level. You have an excellent understanding of how to stay healthy and safe. In addition, you attend school regularly and this helps teachers to help you learn. You are learning your basic skills extremely well and this is helping you to prepare for secondary school and your future lives.

We have asked the school to ensure that the move to the new building is as smooth as possible so your learning is not disrupted and also make sure there is enough space for outdoor learning, especially for the children in the Early Years Foundation Stage. Thank you again for your friendliness and help. We hope you continue to enjoy your time at Carlton Colville and keep working hard.

Yours sincerely

Geof Timms
Lead inspector

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