

Colkirk Church of England Voluntary Aided Primary School

School Road, Colkirk, Fakenham, NR21 7NW

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From average starting points, pupils in Key Stage 1 have made good progress and are on track to reach above-average standards in 2013.
- By the end of Key Stage 2, achievement is above average, with achievement in mathematics exceptionally high.
- Teaching is good overall and some is outstanding. Teaching assistants contribute well to pupils' learning.
- Behaviour is good and pupils appreciate their school, enjoy learning and feel very safe.
- The leadership team has been effective in improving achievement and teaching since the last inspection.
- The governing body provides effective challenge and support.
- Parental involvement is high and this contributes well to pupils' personal development.

It is not yet an outstanding school because

- Despite a high proportion of Year 6 pupils achieving Level 5 in reading, writing and mathematics, some are capable of doing even better and reaching Level 6. This would enable them to begin secondary school well above average.
- Some more-able pupils in Key Stage 1 spend too long either listening to the teacher explain what they already know or rewriting rough work when they could be getting on with activities to deepen and extend their understanding.
- Teachers' marking and pupils' self-assessment is not of the same high standard in mathematics that it is in writing.

Information about this inspection

- The inspector observed six lessons jointly with the headteacher.
- Discussions were held with the headteacher, staff, parents and carers, two groups of pupils, members of the governing body and a local authority representative.
- The 11 responses from the online Parent View survey were taken into account, along with letters received from parents.
- Questionnaire responses from five staff were analysed.
- The inspector looked at teachers' planning, samples of pupils' work, information on achievement, school policies, governing body minutes and a range of improvement planning and safeguarding procedures.

Inspection team

Lynn Brewster, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than average.
- All pupils are White British.
- The proportion for whom the school receives the pupil premium is average. This is additional funding for particular groups, including, in this school, those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The school has experienced a falling roll over the past four years. Acting head teacher provision has been made by the local authority in moving it towards federation.
- The school is in the process of forming a federation with two other schools. The temporary headteacher will be in place until this is finalised.

What does the school need to do to improve further?

- Raise achievement in writing and mathematics even further by ensuring that more-able pupils reach the higher levels of which they are capable, with more attaining Level 3 at the end of Year 2, and Level 6 at the end of Year 6.
- Increase the proportion of outstanding teaching by making sure that:
 - lesson introductions in mathematics in Key Stage 1 are shorter, allowing more-able pupils, in particular, more time to extend and deepen their understanding through challenging practical activities
 - Key Stage 1 pupils spend less time on rewriting their work and, instead, move on quickly to the next steps they need to take to move their writing on
 - teachers' marking in mathematics in Key Stage 2 tells pupils what they need to do to improve, not just whether they have got their sums correct
 - Key Stage 2 pupils' effective use of success criteria to gauge their progress through each level in writing is extended to mathematics.

Inspection judgements

The achievement of pupils is good

- In 2012, Year 6 pupils outperformed their peers nationally in all subjects and were more than a year ahead overall. Their attainment in mathematics was four terms ahead of pupils nationally. In writing, they were two terms ahead and pupils' progress in this was outstanding. In 2013, teacher assessments show pupils are on track to exceed these results.
- Disabled pupils and those who have special needs also make good progress from their starting points, because the good teamwork between teachers and teaching assistants ensures their needs are well met.
- There were not enough pupils known to be eligible for the pupil premium in 2012 to comment on their attainment without identifying them. Currently these pupils are making good progress in line with that of their classmates.
- Children start in the Early Years Foundation Stage with attainment broadly in line with that expected for their age. They make good progress and transfer into Year 1 ready for the next stage in their learning.
- In Key Stage 1, in 2012, attainment in reading at the end of Year 2 was average. In writing, pupils were about a term behind, and in mathematics they were a term ahead of pupils nationally. No pupils achieved Level 3 in 2012. The picture is much better this year: almost half of the pupils in Year 2 are on track to reach this higher level in reading, writing and mathematics.
- Standards are improving in reading due to the well-paced, systematic teaching of phonics (the link between letters and sounds). All pupils met the standard for the national phonics screening check. Pupils throughout the school enjoy reading and benefit from good home and school support.
- There is now a three-year upward trend in attainment but there are some Year 6 pupils who are capable of reaching the higher Level 6 in English and in mathematics but who have not been pushed to reach this very high level.

The quality of teaching is good

- Teachers make lessons and the activities they set interesting for the pupils. They give clear explanations and use questioning well to check on how pupils are learning. These extend pupils' thinking and understanding of topics well.
- Teachers set targets in writing and mathematics that pupils understand, know well and are highly motivated to achieve. Resources too are well organised throughout the school and easily available for pupils to choose from. This all helps pupils to take responsibility for their own learning and to challenge themselves to achieve even more.
- Reception children are particularly spoilt for choice with the wide range of activities on offer to support their learning through play. For example, they use their emerging writing skills well to

tell stories, to record numbers after counting, to create artwork and models such as butterflies and robots. Activities such as sand and water play, riding on small vehicles and obeying road signs, dressing up and growing vegetables from seed all extend their understanding of the world and their physical and communication skills well.

- Pupils take great pride and care in their work, presenting it neatly. However sometimes Key Stage 1 pupils spend too much time rewriting their work, rather than moving on to new challenges. This means some of the more able pupils do not make as much progress as they could.
- Older pupils enjoy checking their own writing against descriptions listed for each level and consult their teacher when they feel they have met the criteria. This helps them to understand what their next steps in learning are and provides extra motivation to progress further.
- In an outstanding mathematics lesson, pupils in Year 6 collaborated extremely well with each other to estimate the product of sums such as 2.3 and 4.2, giving reasons for their answer. They demonstrated confidence in number calculation and checked their work well with a calculator. When their answer was incorrect, they could explain why this was.
- In an outstanding phonics lesson, the teacher's subject knowledge, the fast pace and high expectations meant that pupils quickly got to grips with silent letters and were highly motivated to read, spell and write new words.
- Teachers and teaching assistants work well together and plan a week in advance together to ensure that individual pupils' learning needs and abilities are catered for. These pupils therefore have work that is well informed by their targets and supports their progress well.
- Teachers mark work promptly so that such feedback is always up-to-date. Marking is very effective in helping pupils to know how to improve their work in writing. In mathematics, marking mainly checks for errors rather than setting out the next steps that pupils need to take and so misses opportunities to challenge pupils further.
- Occasionally, one or two younger, more-able pupils spend more time listening to the teacher than they need to, when they could be working independently in writing and mathematics.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and do their best to complete tasks set. They are well behaved in and out of class, and relationships are strong. Pupils for whom good behaviour is a challenge are managed well through one-to-one support.
 - Most pupils take responsibility for their own learning well. For example, they know their targets in writing and mathematics and can talk about how their most recent work is contributing to these.
 - Pupils take pride in helping others. For example, one pupil took responsibility for working the computer to show the teacher's photographs of a recent visit to the Holy Land in assembly. Pupils raise money for a Romanian charity and on 'Red Nose Day'. They look after younger pupils in the playground during lunchtime and morning break.
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- Pupils enjoy and take part in many club activities, for example: gardening, cricket, craft, football and construction toys and these all enrich the curriculum, as well as offering opportunities for new interests and talents to be shared. Some clubs are run by parent volunteers.
- Pupils enjoy school and know how to keep safe when using the internet. They say 'Safety Days' help them to understand how to keep safe when using the road; for example, by wearing cycle helmets and knowing how to cross roads safely.
- Pupils say they feel safe in school and that there is no bullying. Pupils say school rules are there for a reason and that everyone benefits if they are kept. They appreciate that teachers listen to them and that school rules can be changed if they have a good idea. Pupils trust their teachers and the other adults who support them to sort out problems when needed but also take pride in using their own skills to divert or defuse arguments.
- Attendance is broadly average. The school rewards each pupil with a weekly certificate if their attendance is 100% for that week.

The leadership and management are good

- Despite the uncertainties around the appointment of a permanent headteacher for the school, there is now a clear plan in place, supported well by governors, the Diocese and the local authority, to take the school forward and raise standards further.
 - The school's self-evaluation is accurate and it knows its strengths and weaknesses well. Development planning has focused strongly on raising achievement in writing so it is consistent across the school. Achievement of pupils in Year 2 and Year 6 is above average in 2013. Indications are that pupils in Year 4 are still about two terms behind national expectations but they are catching up rapidly due to good and better teaching.
 - There has been a sustained upward trend in achievement since the last inspection due to the determination and drive of the senior teacher and Key Stage 2 teacher who are ably supported by a strong team of support staff.
 - The curriculum is good and well centred around pupils' needs and interests. The school ensures that pupils have a say in some of the themes covered and this helps to enthuse them further.
 - Pupils' spiritual, moral, social and cultural development is enhanced by the many visitors, school trips and enrichment activities that the school, external agencies and parent volunteers provide.
 - Parent volunteers contribute very well to the life of the school. For example, the morning "Care Club" which operates before school starts is staffed entirely by parent volunteers, as are the very successful weekly afternoon cookery lessons where pupils were seen weighing, measuring, stirring, pouring...and finally: serving the buns they had made.
 - Parents speak highly of the school and the way their children are cared for and taught. They agree that teaching is good, staff are approachable and children are helped to settle in and develop well. They refer to the school as a "giant family".
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■ **The governance of the school:**

- Governors have a realistic view of the school's strengths and areas for development. They participate in many of the school's activities and provide good challenge and support to the leadership team. Governors hold the school to account well. They are knowledgeable about how well the pupil premium funding is used and the impact that the performance management of the headteacher and other staff has on pay and professional development. Governors participate in regular training and ensure that statutory responsibilities are met, including those relating to pupils' safeguarding.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121112
Local authority	Norfolk
Inspection number	405995

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Andrew Curry
Headteacher	John Marshall-Grint
Date of previous school inspection	30 September 2010
Telephone number	01328 862684
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Email address	head@colkirk.norfolk.sch.uk

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