



Colby Primary School

Inspection Report

Unique Reference Number 120798
LEA NORFOLK LEA
Inspection number 280894
Inspection dates 26 January 2006 to 27 January 2006
Reporting inspector Mr. Godfrey Bancroft LI

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

Type of school	Primary	School address	Bridge Road
School category	Community		NR11 7EA
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01263733381
Number on roll	122	Fax number	01263731300
Appropriate authority	The governing body	Chair of governors	Mrs. Jean Fiddeman
Date of previous inspection	8 January 2001	Headteacher	Mr. Mark Adamson

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized primary school. The social and economic circumstances of the area are favourable. The percentage of children eligible for free school meals is well below average. The percentage of children who have special educational needs is above average. Very few children are from minority ethnic backgrounds and only a very small number speak English as an additional language. Pupils enter the school with expected levels of knowledge for 4-year-olds.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection agrees with the school's evaluation of its own performance that it is a good school. The school is highly regarded by parents and carers and by the community. Children of all abilities and backgrounds achieve well and those who have special learning needs achieve very well. Attainment on entry is average. The provision for children in the Foundation Stage is good and they achieve well. By the end of Year 2 standards in reading, writing and mathematics are above average. By the end of Year 6 standards in English, mathematics and science are also above average. Children clearly enjoy their learning, and the provision for their personal development and their well-being is outstanding. The quality of teaching and learning is good. Lessons usually meet children's learning needs well. However, sometimes the work set for the highest attaining children is not hard enough. Provision to develop children's speaking and listening is good, although occasionally teachers do not provide enough time or guidance for the lower attaining children to gather their thoughts and respond to questions. The curriculum is good and there is a very good range of additional activities that enhance children's learning. The school provides children with outstanding care, guidance and support. The leadership and management of the headteacher, and of the governing body are good. The school provides good value for money and governors manage the school's resources well. The issues identified at the time of the last inspection have been addressed successfully. Improvement since that time is good. The school's capacity for further improvement is also good.

What the school should do to improve further

- Ensure the work set for the highest attaining children is always hard enough to challenge their abilities fully. - Provide lower attaining children with enough time and guidance to plan the answers they give in response to questions and in discussions.

Achievement and standards

Grade: 2

Children achieve well and those who have special learning needs make very good progress. Attainment on entry is average, although it varies from year to year and often covers a wide range. Children in the Foundation Stage achieve well, especially in their personal, social and emotional development and in communication, language and literacy. Attainment by the beginning of Year 1 is significantly above those expected. Over the last five years standards at the end of Year 2 have improved steadily. In 2005, for reading, writing and mathematics, standards were well above average. Inspection evidence shows that in Year 2 standards in reading, writing and mathematics remain above average. Standards are slightly lower this year because there are a higher proportion of children special educational needs in the year group. Children in Years 3 to 6 have made good progress and standards have usually been close to average. These children started in Year 3 with below average attainment. In 2005, standards at the end of Year 6 were average, although the number of children attaining the higher

Level 5 in English was above that found elsewhere. The children currently in Year 6 are achieving well and are working at above average standards in English, mathematics and science. Standards do vary from year to year because of the small number of children in each year group. Last year the school attained challenging targets for attainment. Targets set for the next two years indicate that standards are likely to continue to improve.

Personal development and well-being

Grade: 1

This aspect of provision is outstanding. Children are proud of their school and are very committed to its motto of 'We treat others as we wish to be treated'. The school enables them to become increasingly mature and confident. They behave very well and have very good attitudes to their learning. No children have been excluded for at least five years. Attendance is close to the national average. Children are enthusiastic learners. They often work independently and sustain their effort and interest very well. They are very good at taking responsibility and are eager to do jobs around the school. Children's spiritual, moral, social and cultural development is very good. They are very knowledgeable about the beliefs and traditions of other cultures and the school has established strong links with a school in India. Children are very aware of how to keep safe and are very good at caring for each other. They have a really good understanding of the importance of taking exercise and of the need to eat healthily. They make a very positive contribution to their community and are particularly knowledgeable about the importance of taking care of the environment. Children acquire the basic skills of literacy, numeracy and information and communication technology effectively and are well placed to ensure their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teaching in the Foundation Stage enables children to make good progress in all areas of their learning. Relationships between teachers, teaching assistants and children are very good. This helps children to enjoy their learning and to become increasingly confident. Teachers and teaching assistants provide very good support for children who have special learning needs and for those few who do not speak English as their first language. Lessons are often planned well. Usually they meet the needs of the full range of ages and abilities effectively. However, sometimes the work set for the highest attaining children is not sufficiently challenging. Good attention is given to the development of children's speaking and listening, although occasionally teachers do not provide enough time or guidance for the lower attaining children to prepare what they want to say. Assessment procedures and the marking of children's work are thorough and helpful. Teachers and teaching assistants are good at ensuring that children are fully aware of how they are progressing and know what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good and meets legal requirements fully. Children in Years 4, 5 and 6 benefit greatly from being taught French. The school has ensured that all aspects of the 'Every Child Matters' agenda are covered thoroughly. It also makes certain that children's personal, social and health education needs are addressed fully. The school provides a very good range of additional activities and educational visits that enhance children's learning very well. These include bird-watching, cookery, football and gardening. There is also a very good information and communication technology (ICT) club for girls which aims to provide them with the confidence to use computers in their later lives. The last inspection identified the need to improve the Foundation Stage curriculum and the provision for information and communication technology. The Foundation Stage curriculum is now good and ICT is used well to enhance children's learning across the curriculum.

Care, guidance and support

Grade: 1

The school provides children with outstanding care, guidance and support. Arrangements to ensure that children are safe are very good. The procedures for Child Protection are in place. The school is outstanding in the way it enables children to express their views and acts on their opinions. This is typified by the work of the school council, which is very effective. It enables children to influence many aspects of school life. For example, they are involved in the appointment of staff. Very good support is provided for children who have special learning needs. Additional courses to support their learning in numeracy and literacy, usually led by teaching assistants, are very effective. Support for children who speak English as an additional language is also very good. The school is good at keeping children informed about how they are progressing. Children are knowledgeable about their targets for learning in English and mathematics and know what they need to do to improve.

Leadership and management

Grade: 2

The headteacher says, 'This is a school in which everyone is a leader', and he is correct. The leadership and management of the school are good. The headteacher provides a clear educational direction and promotes a spirit of co-operation in which staff and governors work together well. All staff show an excellent commitment to including children from all background and those with learning difficulties. Governors fulfil their duties effectively. There is a well-planned agenda to manage their activities. Many governors visit the school frequently. They are very knowledgeable about the school and are involved fully in all aspects of its leadership and management. They manage the school's resources well and ensure that the available funding is used wisely. There are good procedures for the school to evaluate its own performance. Members of staff with additional responsibilities provide good support for their colleagues and fulfil

their duties well. All teachers and teaching assistants make an effective contribution to the evaluation of the quality of teaching and learning. The school improvement plan is clearly focused on raising standards. It sets out the priorities for development clearly and shows how their success will be evaluated. Parents and carers make a very good contribution to the life of the school. They often help in classrooms and accompany educational visits. The school is very good at considering and reacting to their views. It is also good at ensuring that parents are fully aware of how well their children are progressing. Responses to the questionnaire for parents and carers shows they are overwhelmingly positive about the school and think that it is very good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I think your school is a good school. I know that you and many of your parents, carers and members of your community think so too. Your teachers and teaching assistants are good at helping you to do your best. They are also good at providing you with interesting activities that help you to enjoy your learning. It is very pleasing to see that those of you who have special learning needs do very well. Your behaviour is outstanding. You all get on well together and are very good at helping and caring for each other. The way in which you understand about and care for the environment is also outstanding. Your school is very good at caring for you and making sure that you are safe and happy. Your headteacher and governing body are good at making sure that you have all you need to learn successfully. In order to make things are even better in the future there are one or two things that they have to do. They will make sure that the work they set for you is always hard enough to challenge your abilities. They will also be making sure that you have all the time and help that you need to plan the answers that you give to questions. Well done and keep doing your best.