



Carlton Colville Primary School

Inspection Report

Unique Reference Number 124574
Local Authority SUFFOLK
Inspection number 293038
Inspection dates 9–10 October 2006
Reporting inspector Ian Naylor

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

Type of school	Primary	School address	Hall Road
School category	Community		Carlton Colville, Carlton Colville
Age range of pupils	3–9		Lowestoft, Suffolk NR33 8AX
Gender of pupils	Mixed	Telephone number	01502 572682
Number on roll (school)	301	Fax number	01502 502242
Appropriate authority	The governing body	Chair	Mrs Josie Dixon
		Headteacher	Mrs Carol Child
Date of previous school inspection	25 June 2001		

Age group	Inspection dates	Inspection number
3–9	9–10 October 2006	293038

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Carlton Colville Primary is a larger than average primary school. Pupils are mainly from White British backgrounds. There is a mixture of socio-economic backgrounds but a significant proportion of pupils are from disadvantaged homes. The proportion of pupils eligible to free school meals is lower than the national average. The proportion of pupils with learning difficulties and disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school in which pupils achieve well and make good progress. Pupils reach standards that are above average by the time they leave the school. The leadership of the school, under the inspirational direction and vision of the headteacher, has been very effective in securing significant improvements in key areas such as teaching and learning and the curriculum since the previous inspection. There has consequently been a significant impact upon raising pupils' achievement, particularly in literacy. As a result of the good leadership, which supports staff professional development well and carefully monitors standards, teaching and learning is good. Teachers plan interesting lessons to include a variety of activities from a well-balanced and creative curriculum. They develop pupils' thinking skills and use various teaching strategies to stimulate learning successfully. Lessons are therefore lively and pupils describe them as 'fun'. Pupils respond enthusiastically, behave well, enjoy learning and are keen to attend school. There is a strong emphasis on promoting pupils' self-esteem and confidence. Particularly good emphasis is given to making pupils aware of keeping themselves safe, being fit and healthy and making a useful contribution to their school and the wider community. Teacher and pupil relationships are very positive and this helps to support pupils' good personal and emotional development. Most children make good progress in the Nursery and Reception. This progress is further extended so that by the end of Year 2, pupils make good progress in reading and writing. There has been sustained improvement over the last three years and a considerable rise in levels of attainment in reading and writing since the previous inspection. Good achievement is sustained in these areas in Years 3 and 4 and standards are above average. However, achievement and progress is not as good in mathematics, either at the end of Year 2 or in Years 3 and 4. Here progress is satisfactory and standards are broadly average. The use of mathematics across the subjects has not yet been developed in a similar way to that already used to raise performance in literacy. There is outstanding pastoral welfare, support and guidance. The good leadership ensures that excellent attention is given to all aspects of keeping pupils safe. Especially good support is given to the needs of underachieving pupils, those with learning difficulties and disabilities and those with exceptional skills and talents. Staff have very good systems for assessment that give consistent support and guidance to pupils' learning. Pupils' health is promoted very well by the school's successful achievement of several standards in the Healthy Schools initiative. There has been a superb effort by the headteacher and governors to improve the learning environment through the many building extensions and better facilities and resources. The results of this work are evident in the excellent support that is given to ensuring pupils' safety and health, and in giving them the physical resources and facilities to make learning enjoyable and successful. The leadership team makes accurate evaluations of the school's overall performance. The issues of the last inspection have all been met and there has been good improvement, particularly in standards. The school has a good capacity to improve and it gives good value for money.

What the school should do to improve further

- Raise achievement in mathematics through extending the use of numeracy skills across other subjects.

Achievement and standards

Grade: 2

Children make good progress in their speaking, listening and social skills in the Nursery and Reception. By the time they enter Year 1, children's personal development is satisfactory but their communication and number skills are below nationally expected levels. Pupils continue to make good progress as they move through the year groups. In particular there is very good achievement in reading and writing with standards in the teacher assessments above the national average at the end of Year 2. Above average standards are maintained in English in Years 3 and 4. Achievement in mathematics is satisfactory and results in teacher assessments are broadly average. Challenging targets are set and achieved in literacy. This is as a result of the clear direction from the leadership of the school and the particular emphasis on raising standards in literacy. In mathematics the school is less successful at reaching its targets. Pupils with learning difficulties and disabilities and those with particular gifts and talents also make good progress. Pupils achieve notable success in physical education and sport and attain a good standard.

Personal development and well-being

Grade: 2

Pupils love coming to school and enjoy their learning and this is seen in their enthusiastic approach to taking part in lessons and other activities. The school's strong emphasis on pupils' personal development and well-being is reflected in their good behaviour and positive attitudes towards all aspects of school life. They develop good literacy skills and adequate numeracy skills to help them in their future education. Pupils' spiritual, moral, social and cultural development is good. They respect each other and relationships are good. Pupils are confident that staff will listen to their ideas and opinions, and take the necessary action. They delight in taking responsibility, for example as 'special person of the day' and 'play leader', and make useful contributions to the life of the school through the school council. Through lessons and 'healthy eating week' pupils develop a good understanding of a balanced diet. Specialist teaching in physical education and very good opportunities to take part in inter-school competitive sports promotes pupils' fitness very well. Pupils are well aware of how to keep themselves safe, for example, they have a good understanding of road safety, and know who to go to if they are worried in school. Attendance is only satisfactory because a significant number of parents take their children on holiday in school time.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan interesting lessons from a thoughtfully planned curriculum which has a positive impact on pupils' good learning. Teachers know their pupils well and manage them effectively through good relationships. When teachers set high expectations for good behaviour and work rate, pupils make good progress. When teachers do not expect enough of their pupils, behaviour and work rate are only satisfactory. Good day-to-day assessment helps teachers to match work to pupils' abilities well. Teaching assistants are deployed very effectively to support groups and individuals well. This support leads to improved self-esteem and good progress for pupils with learning difficulties. In the Nursery and Reception classes teaching is consistently good and particularly successful in helping children make good progress in their personal development.

Curriculum and other activities

Grade: 2

The curriculum is good with a number of excellent features. It is very well organised and used in a creative way so that it meets all pupils' needs. A good range of enriching activities promote and extend pupils' literacy skills. This has not yet been achieved to the same extent with numeracy. There have been good improvements in the use of information and communication technology to support learning. The Foundation Stage curriculum is particularly effective. It makes learning interesting and relevant as seen, for example, in the activities for the 'Forest Skills'. Personal social and health education makes a significant contribution to pupils' social and emotional development. Excellent use of visiting speakers and specialist instructors enhances pupils' learning, most notably in gymnastics, music, art and religious education, making the curriculum culturally rich. There are good supporting activities to help pupils with exceptional gifts and talents. A very good range of physical and sporting activities linked to the Sports Partnership Scheme, supports pupils' health and fitness. A wealth of extra-curricular activities provides pupils with excellent experiences and enrichment opportunities. There is good support for pupils with learning difficulties and disabilities.

Care, guidance and support

Grade: 1

Pupils receive excellent care, guidance and support. The school is very good at consulting and involving pupils in the education they receive and how it might be improved. Very good measures are in place to ensure that pupils are safe. Rigorous child protection and safeguarding procedures are well known by staff and implemented effectively. Very good assessment procedures are in place for tracking pupils' academic progress and identifying what they need to do to improve further. Highly positive relationships effectively underpin the excellent pastoral care and guidance that pupils

receive. An outstanding feature is the support sessions provided for vulnerable pupils through the nurture groups. These provide well focused care in supporting pupils' self-esteem and personal and emotional development. The school actively encourages parental involvement in their children's learning and development in the home. A family support group meets regularly at school which helps parents to understand their child's learning needs. Pupils are well prepared for the transition to the next phase of their education.

Leadership and management

Grade: 2

The headteacher has completely changed the learning and play environment of the school. She has raised the teachers' expectations of pupils' learning; promoted challenge and change amongst the staff in their approach to planning the curriculum and to their own professional development. An example is the very good investment seen in the professional development of teaching assistants, giving them the skills to be more effective in supporting pupils' academic achievement and personal development. A complete remodelling of large parts of the school facilities, buildings and a huge enhancement of learning resources have been achieved. The school improvement plan is dynamic and takes account of the need to actively promote all areas of pupils' safety, health and enjoyment of their education. The results of these changes are seen in the good quality of teaching and learning and the good progress and achievement of pupils, with steadily rising standards. However, more needs to be done to support mathematics across the year groups to bring it into line with literacy. The headteacher and staff have been actively supported in these developments by a dedicated group of governors. They have shared the headteacher's vision for a more flexible curriculum and given their endorsement to the many exciting changes to the pupils' learning environment.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 October 2006 Dear Pupils Carlton Colville Primary School, Hall Road, Carlton Colville, Lowestoft. Suffolk. NR33 8AX Thank you very much for the way that you made us feel so welcome when we visited your school. We were impressed by all the hard work you do in lessons and the good progress you make, especially in reading and writing. We were particularly delighted with the wonderful displays of your work that are seen around the school. You enthusiastically take part in lots of exciting activities the school provides for you, showing how much you enjoy going to school. Carlton Colville Primary is a good school. This is because your teachers do a good job in making lessons interesting and fun. Staff take particularly good care of you all and they are friendly and helpful to you. Those of you on the school council do a good job too! You make sure that pupils' ideas to help the school and one another are carried out. You think the headteacher is great and can fix anything! We agree. Together with the governors she has made great improvements to the school buildings and to the outdoor play areas. This means that you have a much better place in which to play and learn. We are recommending only one improvement. Teachers need to make sure that you have the same success in numeracy as you do with your literacy work. You can help with this by working really hard within all your numeracy lessons. With best wishes for the future. Yours sincerely Ian Naylor Lead Inspector