

02 November 2006

Mr Ledguard  
Headteacher  
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Dear Mr Ledguard

### Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 18 October to look at work in ESD.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with pupils, teachers and other staff, scrutiny of relevant documentation, analysis of pupils' work and observation of two lessons.

The overall effectiveness of ESD was judged to be good.

### Achievement and standards

Achievement and standards in ESD are satisfactory.

- Evidence from written work in geography, design technology and PSHE indicates that pupils are reaching expected standards. In lessons seen in both key stages, pupils were making good progress in developing their understanding of personal and group responsibilities in relation to environmental issues locally and in the wider world.
- Pupils' personal development in relation to the sustainability agenda is good. Their understanding of the importance of leading healthy lives is reflected in the good numbers taking part in "Huff and Puff" activities at lunchtimes and their positive responses to the school's wide range of strategies to promote good eating habits.

- Good numbers of pupils are involved in working on behalf of others, for example through membership of the school council, gardening club or in a activities linked with the local and wider community.
- There are insufficient opportunities for pupils to extend the results of their investigations and deliberations into direct action.

### Quality of teaching and learning of ESD

Teaching and learning are good.

- The school's educational philosophy is highly sympathetic to the principles of ESD. This is reflected in expectations about teaching and learning styles, notably evident in the lessons seen.
- During the visit good teaching was observed in geography lessons. Learning was made relevant to pupils' own lives. This encouraged them to reflect on their responsibilities to each other and in relation to environmental issues in the developing world. Teachers' effective use of digital technology included the presentation of well- selected visual resources which stimulated pupils' interest and ensured that learning moved at a brisk pace.

### Quality of curriculum

The quality of the curriculum for ESD is good.

- Recent innovative curriculum development has led to cross-curricular and topic-based programmes of study, for example "Life on Earth" and "Build a Better World", which reflect the sustainability agenda well.
- Use of the school garden and wild life area enhances the curriculum provision.
- There is a strong focus on health related issues in curriculum and extra-curricular provision.
- A good range of extension and extra-curricular activities encourage and make use of pupils' interests in aspects of the sustainability agenda and support the development of their creativity.

### Leadership and management of ESD

Leadership and management of this area is good.

- ESD is inherent in the school's mission statement encapsulated in the acronym "C.A.R.E." which also reflects well the Every Child Matters agenda.
- The school has made the most of the opportunity provided by its inclusion in the subject survey to make an accurate evaluation of its provision for ESD.
- There is an increasingly inclusive approach to school management.

- Individual initiatives in ESD, for example in the development of the science curriculum, are encouraged and supported through appropriate professional training.
- There is a strong commitment to energy saving and waste reduction as evidenced in recent building extensions and in aspects of the school's general and classroom administration.
- High profile examples of re-cycling and the re-use of waste materials, for example in the creation of a "musical garden", both teach and provide good role models for pupils.
- ESD is not yet embedded in the school's strategic planning and monitoring and assessment procedures.

## Inclusion

The provision for inclusion is good.

- The Every Child Matters agenda underpins much of the school's work.
- The targeted involvement of vulnerable pupils in activities which reflect the sustainability agenda contributes well to their personal development and overall academic achievement.
- All pupils are encouraged to participate in the broad range of extra curricular and extension activities which the school offers.

Areas for improvement, which we discussed, included:

- encouraging pupils to actively respond to matters of real concern to them raised as a result of their investigations into aspects of the sustainability agenda
- embedding ESD more securely in the school's strategic planning and in its procedures for assessing and monitoring pupils' achievements.

I hope these observations are useful as you continue to develop ESD in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Anthony Pearson  
Additional Inspector