

Coldfair Green Community Primary School

Inspection report

Unique Reference Number	124629
Local Authority	Suffolk
Inspection number	314992
Inspection dates	17–18 June 2008
Reporting inspector	Paul Missin

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number on roll	
School	109
Appropriate authority	The governing body
Chair	Miss Win Moss
Headteacher	Mr Tim Haxell
Date of previous school inspection	13 October 2003
School address	Judith Avenue Knodishall Saxmundham Suffolk IP17 1UY
Telephone number	01728 830649
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is much smaller than most other primary schools. Attainment on entry varies from year to year but is mostly below that typical for children of this age. The proportion of pupils with learning difficulties and disabilities is below average, although a few have complex learning needs. Almost all pupils have White British heritage and none is at an early stage of learning English. A well below average proportion is eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

One parent's comment that, 'This school is supremely inclusive and warm, and nurtures individuality', identifies several significant strengths in this good school. The level of care which all adults show and the way in which the needs of individual pupils are at the heart of its work is very impressive. This caring ethos is very effectively promoted by the headteacher's welcoming and sensitive approach, and it is a vision which is shared by all adults. Procedures to identify pupils' needs and to support vulnerable pupils are very effective. The quality of care impacts clearly on encouraging the development of pupils' outstanding personal skills. Behaviour in class and around the school, and pupils' attitudes to work and each other are exemplary. They enjoy school very much and attendance is well above average. One parent commented, 'My daughter can't wait to go to school each morning', and another, 'My son is so happy at school that he doesn't like holidays'. Pupils have a good understanding of healthy lifestyles and how to keep safe. They make an excellent contribution to the school and wider village community.

Across the school, achievement is good. Children get a good start in the Foundation Stage where standards are broadly average. Here the teacher and her assistant, and the well planned curriculum provide a good range of varied activities to interest and challenge the children. Standards in Year 2 and Year 4 have been mostly above those expected for their age, but they are currently closer to expected levels. However, this still represents good progress from their lower starting points. Standards across the school in reading are particularly strong and by Year 4 are well above the local authority average. However, not all pupils make the best possible progress. Progress in writing in Years 1 and 2, and the progress made by average attaining pupils in Year 4 in mathematics is satisfactory. This is because the good assessment data that the school has collected is not being used effectively. Assessment records track individual pupils' progress and is helpful in setting challenging learning targets to show pupils how to improve. However, it is not being used precisely enough to track the progress being made by classes and groups as they move through the school.

Teaching is good with some outstanding features. Teachers help to create receptive and responsive classes through the way that they devise activities to enthuse pupils and secure their full commitment to their learning. Pupils are treated with respect and sensitivity and this results in happy and hard working classes. The curriculum meets pupils' needs well. The focus is on basic literacy and numeracy skills but the school also provides further good opportunities in art, music and drama.

Leadership and management are good. The headteacher is well supported by other leaders, most of whom have several areas of responsibility. The school has an accurate knowledge of its strengths and where it needs to improve. School improvement planning is very clearly focused on the needs of individual pupils but assessment data and targets are not used sufficiently to provide sharp enough ways of judging the effectiveness of initiatives and the pace of improvement. Governors support the school well. The school provides good value for money and has a good capacity to secure further improvements.

Effectiveness of the Foundation Stage

Grade: 2

Most children make good progress in their learning to reach standards that are close to those nationally expected by the end of the Foundation Stage. Teaching is good. Teachers settle

children quickly to school routines and provide a wide range of resources which allow lots of 'hands-on' experiences for them. The curriculum is planned well to meet children's learning needs through a range of interesting topics. There is good integration between inside and activities in the outside area. However, there is insufficient climbing, clambering and riding equipment to develop children's physical skills adequately. Leadership is good, but plans for the further development of the Foundation Stage are not sufficiently explicit in the school improvement plan.

What the school should do to improve further

- Accelerate the progress made by all pupils in Years 1 and 2 in writing, and by average ability pupils in Year 4 in mathematics.
- Use assessment data more effectively in improvement planning to define sharper ways to judge the success of initiatives.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well in relation to their starting points. In recent years, standards in Year 2 and in Year 4 have been mostly above those expected for pupils' ages. Although, currently pupils in Years 2 and 4 are reaching standards which are closer to those expected for their age, they are making good progress from their lower starting points. School data shows that many of these pupils are exceeding the nationally expected rate of progress. Currently, standards in reading in Year 2 are above the local authority average and in Year 4 they are well above. Achievement in reading across the school is particularly good. However, the progress that pupils make in writing in Years 1 and 2, and those of average ability in Year 4 make in mathematics, is not as good. Pupils who need extra help with their learning make good progress because of the good support they receive.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is good. They have a keen sense of right and wrong and very good social skills. As a result, their behaviour and relationships in classes are exemplary. They have good opportunities for reflection and good self-esteem. Pupils also show respect for and an increasing awareness of different cultures. They are attentive in lessons, cooperate with each other when required, work hard and are keen to do their best. Pupils understand and appreciate the importance of behaviour rules, rewards and sanctions. They report that incidents of bullying are few and any are quickly addressed. Pupils know what is needed for a healthy and a safe life and enjoy plenty of energetic physical activity. Pupils enjoy school and attendance is well above the national average. They readily accept responsibility as school councillors, 'playground buddies' and class monitors. Their involvement in the school and the wider community is excellent. Pupils help the school to secure a high profile in the village. Their good numeracy, literacy and excellent personal skills provide a good basis for their next school and later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers skilfully establish an atmosphere where learning is purposeful and fun. Teachers interact very positively with pupils, value their contributions to discussion and use questioning well to extend their understanding. Good use is made of 'talk partners' to develop speaking and listening skills and the sensitive way that pupils are managed impacts very positively on their personal development. Teachers know their pupils very well and relationships are exceptionally good. Teaching assistants are knowledgeable and effective in supporting individual pupils, particularly those who need extra help. Lessons are well paced and pupils mostly get work at the right level but sometimes more able pupils could be challenged further. Occasionally pupils' over enthusiastic responses are not channelled effectively.

Curriculum and other activities

Grade: 2

The curriculum is focused clearly on the development of literacy and numeracy skills, but the attractive work on display and conversation with pupils indicates that a high priority is given to providing a broad curriculum. For example, the display of art work is impressive and good opportunity is provided to develop pupils' performing skills. Other aspects are promoted well during the regular 'focus weeks'. Personal, social and health education impact very positively on pupils' excellent personal skills. Learning is made interesting through visits, including residential trips and through visitors into school. Opportunities are still being established to emphasise cross curricular links and to fully integrate the use of computers to aid learning. There is scope to extend and develop the range of clubs available for pupils.

Care, guidance and support

Grade: 2

The school has a strong caring ethos which is based on all adults' knowledge of both pupils and their parents. The school's welcoming atmosphere and impressive level of concern for individuals mean that pupils feel safe and valued. Pupils are confident that there is an adult they can go to if they need help or support. The school is fully committed to the pupils' health, safety and welfare and risks are minimised wherever possible. Child protection procedures are clear and kept under review. The school works exceptionally well to meet the needs of a few pupils with very complex learning needs. A good range of assessment data is collected and used well to identify individual needs and to set pupils targets for improvement. However, not all data is used precisely enough yet to give a clear view of the progress which groups are making as they move through the school.

Leadership and management

Grade: 2

The headteacher promotes and develops the school's caring ethos very effectively. Parents are overwhelmingly confident with the school's leadership. The whole staff team in this small school are involved well in the school's management and make important contributions to its success.

The monitoring of teaching and learning by the headteacher is regular and effective in maintaining its good quality. The work of the school is clearly focused on ensuring that pupils make good progress. A strength is the way in which the school improvement plan is successfully centred on the needs of individual pupils. A weakness is that available assessment data is not yet used sharply enough to provide clear success criteria to judge the effectiveness of initiatives or the pace of improvement. The school knows how well it is doing but some of the judgements in its self-evaluation form were too generous.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	2

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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

19 June 2008

Dear Pupils

Inspection of Coldfair Green Community Primary School, Saxmundham, IP17 1UY

Thank you for making me so welcome when I came to the school recently to see how well you were doing.

Here are the things that I think are best about your school.

- You enjoy school and come regularly. You behave very well indeed in class and show very good levels of enthusiasm for all that you do.
- You contribute very well to the school community and take part in many village events.
- Most of you make good progress in your learning. You do particularly well in your reading.
- Your headteacher and other staff ensure that you are all well looked after.
- Children in the Foundation Stage make a good start to their time at school.

There are just two things that I thought could be better.

- Pupils in Years 1 and 2 need to work harder to improve standards in reading, and those in Years 3 and 4 in mathematics.
- You headteacher and other staff need to make better use of the information about your progress to judge how well the school is improving.

Thank you again for your welcome. I wish you well for the future.

Yours sincerely

Paul Missin Lead inspector