

# Colby Primary School

## Inspection report

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 120798          |
| <b>Local Authority</b>         | Norfolk         |
| <b>Inspection number</b>       | 327367          |
| <b>Inspection date</b>         | 26 March 2009   |
| <b>Reporting inspector</b>     | Marianne Harris |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

|  |   |
|--|---|
| <b>Type of school</b>  | Primary                                     |
| <b>School category</b>   | Community                                   |
| <b>Age range of pupils</b>   | 4–11  |
| <b>Gender of pupils</b>  | Mixed                                       |
| <b>Number on roll</b>  |   |
| School (total)   | 124   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0   |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body                          |
| <b>Chair</b>   | Mr David Clarke                             |
| <b>Headteacher</b>   | Mrs Christine Mead                          |
| <b>Date of previous school inspection</b>  | 26 January 2006                             |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                    |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                    |
| <b>School address</b>  | Bridge Road<br>Colby<br>Norwich<br>NR11 7EA |
| <b>Telephone number</b>  | 01263733381                                 |
| <b>Fax number</b>  | 01263731300                                 |

---

|                          |               |
|--------------------------|---------------|
| <b>Age group</b>         | 4–11          |
| <b>Inspection date</b>   | 26 March 2009 |
| <b>Inspection number</b> | 327367        |

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

This inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school. They investigated the following issues: what is being done to improve attendance, how effective the school is in meeting the needs of children in the Early Years Foundation Stage and confirming whether or not pupils' personal development and well-being is as positive as the school judges. Evidence was obtained from lesson observations, discussions with staff and pupils, looking at work and talking to representatives of the governing body. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a smaller than average sized primary school. The majority of pupils are from a White British background and there are no pupils who are at an early stage of learning to speak English as an additional language. The percentage of pupils who have learning difficulties and/or disabilities is lower than that usually seen. Their needs vary, but are mainly associated with moderate learning difficulties and speech and language delay. The proportion of pupils entitled to free schools meals is below average. Children enter the school in the Early Years Foundation Stage with expected levels of knowledge for four-year-olds. The cohort of children in the Reception class is currently small and they are in a mixed-age class with pupils from Year 1.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Colby Primary School provides a good standard of education for the pupils. The majority of parents are very supportive of the school and comment that their children are making good progress and enjoy learning.

Pupils of all abilities make good progress, so that, by the time they reach the end of Year 6, results of national tests are above average in English, mathematics and science. Current standards are also above average. This has been the trend over the recent past and the school's data indicates that this is likely to continue. Standards at the end of Year 2 are above average in reading, writing and mathematics, with more able pupils reaching the higher levels. The school has set challenging targets to ensure that pupils continue to make good progress. Whatever their ability, pupils achieve well. The issues from the last inspection, regarding providing more challenging tasks for the more able pupils while allowing more time for those who are less able to talk about their ideas, have been tackled successfully. Work is planned effectively to challenge those pupils who find learning easy. Teachers have high expectations and pupils know what it is they have to do to be successful. Staff have introduced 'talk partners', where pupils discuss in pairs their ideas and thoughts before they have to share them with the rest of the class. This is most successful in involving all pupils and allowing those who need more time to think about what they are going to say in order to contribute to the discussion.

Pupils' personal development and well-being are excellent. They have an extremely good understanding of how to keep safe and healthy. The uptake of school dinners has more than doubled recently now that healthy, locally sourced produce, is served. Pupils eagerly take part in many sporting activities and celebrate their successes in local tournaments. Older pupils act as 'Playground Angels' and enjoy looking after younger ones, making sure that they have someone to play with. Pupils' attitudes to learning are very positive. They are very keen to learn and listen attentively in class. Many report that they really enjoy learning because teachers make learning interesting. Pupils take on responsibility willingly, for example, caring for the school chickens. They are beginning to grow their own vegetables and are looking forward to the new raised beds being planted up. The school is at the heart of the community and pupils know about the rights and responsibilities of being a good citizen. They are well prepared for the next stage of their education because they make good progress in basic skills and learn to work together effectively. There is a school council that encourages recycling and saving energy. Pupils are very aware of environmental issues and are keen to raise awareness. They are proud of the money they have raised for local and national charities and for the children they support in other countries. Behaviour is exemplary. Pupils are polite and courteous and are respectful to others. They attend regularly, with no recorded unauthorised absence over the recent past.

Teaching and learning are good. Teachers plan effectively and have high expectations of what pupils can achieve. Work in books is marked well, so that pupils know what it is they have to do to improve their work. Lessons usually move at a good pace, although there are a few occasions when learning slows. This happens when pupils finish activities and are a little unsure of what to do next. There are few extension activities given to the pupils, so they tend to repeat the task they have been given rather than moving on. However, the best lessons contain clear guidance to pupils on what they must all achieve and what they could achieve if they are particularly successful. Teachers are supported well by a highly qualified team of teaching assistants. Learning is supported by a good curriculum that is enriched with many visits and visitors into school, as well as extra clubs and activities. Pupils and parents are very enthusiastic

about the range of these clubs and they are well attended. The school also provides specialist weeks, including one on health issues, which support pupils' excellent personal development.

Staff take excellent care of the pupils. Those with additional needs receive good support so that they can make good progress. Targets are set for all pupils so that they know what they are aiming for, and teachers often refer to these in lessons as a reminder for all pupils. All safeguarding procedures are in place and child protection systems are robust, with all staff trained. Pupils know that there is always someone they can go to if they have a problem. They also know that their views are taken seriously and that they have a voice in the running of the school.

The school is well led and managed. The headteacher has only been in post for four terms and has already made a very good start to consolidating and building on the good practice that already existed. Attendance has been an issue in the school and targets have been set for improving this. The headteacher and senior leadership team have worked hard to promote good attendance and have rigorous systems in place to follow up on non-attendance. Parents are called if their child has not arrived at school and the school does not authorise any activities that do not have an educational benefit. As a result of these robust procedures, pupils are only absent when necessary. Governance is good. Governors are very aware of the school's strengths and areas that need developing. They have taken an active part in promoting community cohesion so that pupils have a growing awareness of the local area and the wider world. The pupils are supporting a child in a developing country and have learnt about life in Kenya when they were visited by a member of the village for which they raise funds. The issues from the last inspection have been tackled successfully and the school has good capacity to improve further.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Children make a satisfactory start to their education in the Early Years Foundation Stage. They settle into school quickly and make friends easily. They learn the basic skills they need to be confident when exploring early reading and writing activities and when investigating mathematical ideas, such as 'heavier' and 'lighter'. Children are very attentive when listening and working with the older pupils in the mixed-age class and enjoy working alongside them. However, there are times when the children have few opportunities to choose activities for themselves because adults are very keen to show them exactly what to do. This limits the chances they have to initiate their own learning or to explore their own ideas. The Early Years Foundation Stage is satisfactorily led and managed. Work is planned for both age ranges in the class and this covers language, mathematical and knowledge of the world activities. However, there are areas of learning that are not covered in enough depth. This results in the children having too few opportunities to explore creative activities and develop their physical skills. By the time they leave the Early Years Foundation Stage, children have made good progress in communication, language and literacy and mathematical development. Their progress overall is satisfactory but progress is less well developed in the other areas of learning. The staff take good care of the children, making sure they are safe and that they know who to go to if they have a problem. The outside area is not used regularly to support learning. There are too few opportunities for children to learn outside because there are not enough activities provided in the area identified for their use.

### **What the school should do to improve further**

- Ensure that children in the Early Years Foundation Stage have more opportunities to choose activities from all areas of learning, including activities outside.
- Provide pupils with activities to extend their learning when they have completed their basic work.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

**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 capacity to make any necessary improvements   | 2   |

**Effectiveness of the Early Years Foundation Stage**

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 3 |

**Achievement and standards**

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> 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/or disabilities make progress                           | 2 |

---

<sup>1</sup>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.



## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| The extent to which learners enjoy their education  | 1 |
| The attendance of learners  | 2 |
| 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

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 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 eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 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  |

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

27 March 2009

Dear Children

Inspection of Colby Primary School, Norwich, NR11 7EA

Thank you for welcoming us into your school recently. We enjoyed our visit and I am now writing to tell you what we found out. You told us that you thought your school is good, and we agree.

You all behave extremely well and look after each other. You have an excellent understanding about keeping healthy and safe and a growing understanding about the wider world. You are very enthusiastic about your school and all the activities that you have. The way you look after your chickens is impressive and when your vegetables have grown you will have be able to enjoy the results of your hard work. Many of you join in with all the extra activities that are offered and enjoy learning in school.

Your teachers provide very good guidance on how you can improve your work and lessons are interesting and fun. You are very sensible when talking together in pairs so that you can share your ideas and thoughts. We have asked your teachers to think about giving you extra challenges for when you have finished your basic work.

We looked carefully at what is provided for children in the Early Years Foundation Stage. We have asked your headteacher to make sure that children in the Reception year have activities that cover all areas of learning, so that they have more opportunities to explore creative activities and to play outside.

Thank you once again for welcoming us into your school and helping us to find out about your work. We wish you good luck in the future.

Best wishes

Marianne Harris

Lead inspector