

Inspection of Carlton Colville Primary School

Gisleham Road, Carlton Colville, Lowestoft, Suffolk NR33 8DG

Inspection dates:	25 and 26 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2011. Since September 2024, schools have not been awarded an overall effectiveness grade. The school received an ungraded inspection under section 8 of the Act on 10 and 11 March 2020. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils enjoy this school's positive and happy environment. Pupils understand the school rules and are kind to one another. They find the 'buddy bench' a helpful way to seek support or offer it to others who need a friend. Pupils take pride in receiving certificates for demonstrating the school's values and 'learning aliens' behaviours. Pupils feel safe and know that teachers are always available to help. Pupils develop positive attitudes to learning and a love for reading, so that they achieve well. They reflect the school's mantra that 'children who read succeed'.

The school supports pupils' emotional well-being and mental health well through its strong pastoral systems. Pupils learn how to manage their feelings. Clear routines help them to meet the school's high expectations of their behaviour.

Pupils have a strong sense of pride in their community. Older pupils enjoy the responsibility of leadership roles, leading lunchtime museum club and activities at breaktimes. Pupils develop an understanding of their local cultural heritage, learning about local artists and contributing to art and music events in the area. Pupils develop their understanding of nature and sustainable living through the gardening club and use of the school's wildlife area.

What does the school do well and what does it need to do better?

The school's curriculum is broad and ambitious. Pupils develop a love of reading from the early years. Well-trained staff teach phonics clearly. Children focus on learning new sounds, which they blend successfully to read words. Teachers frequently check children's understanding of new words, which broadens their vocabulary. Pupils who need extra help receive timely and effective support to catch up. Frequent reading practice contributes to pupils developing confidence and fluency in their reading.

The key knowledge and vocabulary pupils need to learn in the school's curriculum is clearly set out. In English and mathematics, teachers use this precisely. In some subjects, there are instances where key knowledge set out in the intended unit of work is not taught fully. This means some pupils develop gaps in their knowledge and do not always achieve the aims and ambition of these parts of the curriculum. In lessons, teachers check pupils' understanding and correct any misconceptions. In some subjects, as pupils progress through their units of work, teachers and leaders do not precisely check what pupils have learned, so gaps in learning are not identified and addressed as quickly as they are in English and mathematics.

The school engages a range of professionals to ensure pupils with special educational needs and/or disabilities (SEND) receive effective support and achieve well. Teachers create an inclusive environment and adapt work so that pupils with SEND can successfully access learning with their peers. Many pupils benefit from time working in small groups towards their individual targets.

In the early years, children become enthusiastic writers. They persist in hunting for signs of Spring and apply their phonics knowledge as they list what they have found. Staff provide interesting resources that allow children to practise their counting and knowledge of shapes. Children use the apparatus outside purposefully, which promotes their physical development. Children climb and learn to throw and catch accurately, supported by nearby staff. Children develop their understanding of the world through first hand experiences of planting and growing. Children learn to name and understand their feelings. This helps them to share and cooperate well.

Pupils are polite and respectful. They behave in a calm and orderly manner. Learning is rarely disrupted because pupils are familiar with the routines and expectations set for them. Younger pupils appreciate older pupils acting as anti-bullying ambassadors, knowing they can confide in them about any friendship concerns or worries.

The school promotes pupils' personal development well. Trips and visits enrich pupils' learning. Pupils talk positively about trips to Carlton Marshes and Lincoln Castle, which broaden their horizons. The books pupils read prompt discussions about issues such as bereavement, friendship and war, which helps develop their social and moral understanding. Pupils are well prepared for life in modern Britain. They develop a strong understanding of democracy. Pupils learn about water safety and to swim competently in the school pool. Breakfast and after-school club activities develop pupils' interests and talents, such as playing table tennis and badminton. Pupils with SEND develop confidence when they participate in sports tournaments.

The school is working through a period of change this academic year, including a change of headteacher. During this time, governors are sustaining strong leadership. Parents and carers are well informed about what their child is learning and are confident the school will address any concerns promptly. The support and time staff receive helps them manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are instances where the key information that leaders intend to be included in the programmes of study is not taught effectively enough. This means that some pupils develop gaps in their knowledge and do not always achieve the aims and ambition of the intended curriculum. The school should focus on improving teachers' subject and content knowledge to ensure that the intended curriculum is fully implemented.
- In some subjects, pupils' learning and understanding are not checked as rigorously as it is in English and mathematics. As a result, any gaps in pupils' knowledge are not being identified and addressed as quickly as it could be, which hinders them making

the best progress possible. Teachers and leaders should ensure that pupils' understanding is checked in a systematic way to inform adaptations to teaching that will enable pupils to learn and remember more across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	124574
Local authority	Suffolk
Inspection number	10295009
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair of governing body	Andrew Orves
Headteacher	James Rose (interim)
Website	www.carltoncolville.suffolk.sch.uk
Dates of previous inspection	10 and 11 March 2020, under section 8 of the Education Act 2005

Information about this school

- A new headteacher will join the school in the summer term 2025.
- The school uses one registered alternative provision, which is attended by a small number of pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth-form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke to the interim headteacher, assistant headteacher, staff, pupils, subject leaders and special educational needs coordinator.
- The lead inspector met with members of the governing board, including the chair and vice-chair.
- The lead inspector spoke with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: reading, mathematics, physical education and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views about the school.
- The inspectors considered the responses to the online survey, Ofsted Parent View, including free-text comments. They also took into consideration responses to Ofsted's online staff survey.

Inspection team

Mireille MacRaid, lead inspector

His Majesty's Inspector

Craig Avieson

Ofsted Inspector

John Crane

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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