

Serco Inspections
Cedar House
21 William Street
Edgbaston
Birmingham
B15 1LH

Ofsted
T 0300 123 1231
Text Phone: 0161 618 8524 **Serco**
enquiries@ofsted.gov.uk **Direct T** 0121 683 3888
www.ofsted.gov.uk **Email** tim.ogbourn@serco.com



10 June 2011

Mrs C Farrant
Crawford's Church of England Voluntary Controlled Primary School
Haughley
Stowmarket
IP14 3QZ

Dear Mrs Farrant

Notice to improve: monitoring inspection of Crawford's Church of England Voluntary Controlled Primary School

Thank you for the help which you and your staff gave when I inspected your school on 9 June 2011 and for the information which you provided during the inspection. Please also pass on my thanks to the Chair of the Governing Body who came in to meet me and to the staff and pupils who I met in lessons and around the school.

Since the last inspection, classes have been reorganised so that each of the three classes currently caters for a discrete key stage. A teacher has left and a new teacher appointed to teach the Key Stage 1 class. Since May, an additional teacher has joined the school for two mornings each week to take small groups for English and mathematics. There have been changes in the composition of the governing body. Among its new members is the Chair, who brings to the school experience of other governing bodies.

As a result of the inspection on 20 October 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The local authority has given extensive support to the school, based on its well-focused Statement of Action. This has enabled the school to give particular priority to securing improvements in the Early Years Foundation Stage. The reorganisation of the classes has helped to ensure an appropriate focus on the Early Years Foundation Stage curriculum for children in the Reception Year. Staff have also benefited from the opportunity to visit and learn from provision in other local settings. With improved assessment records, activities are now better planned to meet children's needs. Children are settled and know what is expected of them. They get on well together and play and learn co-operatively. The improvements in the Early Years

Foundation Stage have led to a measurable rise this year in attainment, with many children now exceeding the levels expected for their ages.

The picture is not as strong in Key Stages 1 and 2. Although attainment for current Year 2 pupils is similar to 2010, standards have fallen for those in Year 4. The tracking of pupils' progress throughout the school is now more rigorous. The headteacher meets with teachers to check on pupils' progress each half-term rather than termly, as was the case previously. Despite this, the school's tracking data shows that attainment in Year 4, particularly in writing and mathematics, is falling well shy of the highly ambitious targets set at the start of the year. The headteacher, Chair of the Governing Body and the local authority are all well aware that the priority must be to raise attainment and achievement in Key Stage 2 before the school's next full inspection.

Although class teachers generally attempt to match work to pupils' different capabilities, this match of work is not always sharp enough. During the inspection visit, more-able pupils were seen drifting off task because they found activities to be too easy. Although the school has had success in tackling the behaviour issues identified in the last inspection, the aspect of behaviour that remains to be improved is the pupils' attentiveness. In some whole-class teaching sessions, pupils' attention wanes and teachers do not employ the strategies needed to keep pupils focused. Sometimes, inattention is the result of more-able pupils becoming bored and restless. In other cases, it is because teachers do not insist on good listening. This means that pupils fidget with pens and paper when they should be listening to the teacher and to each other. Nevertheless, very recent initiatives are showing a very positive impact. The literacy and numeracy sessions introduced last month for more-able pupils are carefully targeted to address gaps in these pupils' knowledge and understanding identified through analysis of test papers. The teacher of these groups has high expectations and pupils rise eagerly to the challenge, so that they work at a brisk pace.

The governing body now has a much clearer understanding of its role and responsibilities. Governors have benefited from training, with the support of the local authority, and an induction process is geared at ensuring that new recruits are quickly able to contribute. All members of the governing body have specific areas of responsibilities linking them to the issues for improvement in the school's action plan. The result is that the governing body is now much better equipped to challenge the school over pupils' attainment and progress. The governing body still carries three vacancies, however.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Selwyn Ward

Additional inspector

Annex

The areas for improvement identified during the inspection which took place in October 2010

- Improve the provision in the Early Years Foundation/Year 1 class by:
 - increasing teachers' knowledge of up-to-date methodology for effective teaching of early literacy and numeracy skills
 - making effective use of assessment to plan precise next steps for individuals
 - setting higher expectations for children's behaviour so that they develop positive habits for learning.

- Improve governance by:
 - helping new or inexperienced governors to develop their understanding of their role
 - ensuring that the governing body takes a more active approach to supporting and challenging the school to do better.

- Increase the rate of progress and raise attainment further, especially for the more-able pupils, by:
 - using the school's precise assessment at the start of Year 1 to set aspirational targets throughout the school, especially for more-able pupils
 - improving the school's system of planning so that extension activities for the more-able pupils are routinely identified to ensure they are always challenged
 - rigorous and regular monitoring to ensure consistently high standards of planning and delivery of lessons throughout the school.

- Improve behaviour to a consistently good level by:
 - all adults and pupils agreeing their criteria for good and timely behaviour
 - all adults demanding that these criteria are met consistently.