

Crawley Down Village CofE

Inspection report

Unique Reference Number	131001
Local Authority	West Sussex
Inspection number	360184
Inspection dates	6–7 October 2010
Reporting inspector	David Marshall

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Dr Steve Warr
Headteacher	Jane Donovan
Date of previous school inspection	7 October 2010
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Introduction

This inspection was carried out by three additional inspectors. During the inspection, 23 lessons and 13 different teachers were observed. Discussions were held with: the headteacher and deputy headteacher; teaching and support staff; members of the governing body; parents and carers; and pupils. Inspectors observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress, provision for those pupils identified as having special educational needs and/or disabilities, and minutes of governing body meetings. In addition, questionnaires from 125 parents and carers, 21 staff and 99 pupils were analysed. ♦

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of the school's strategies for assessment and analysis of progress in raising attainment, especially for the more able.
- The apparent strengths in pupils' personal development.
- How well staff enable the school's aim of 'Fun, Active, Learning', for the curriculum to be achieved.
- How effectively leaders and managers at all levels, including the governors, are promoting continuity and improvement in the light of recent structural changes to the school.

Information about the school

Crawley Down Village Church of England School came into existence in September 2006 as a result of the amalgamation of Burleigh Infant School and Crawley Down Church of England Junior School. After much rebuilding, everyone came under one roof at the start of the autumn term 2007. The number on roll has gradually increased from 256 in September 2006 to 293 at the start of the summer term 2010. The proportion of pupils from minority ethnic backgrounds is below the national average. A smaller than average proportion of pupils are known to be entitled to free school meals. An average proportion of pupils have special educational needs and/or disabilities. These mostly relate to language, literacy and communication, and emotional difficulties. The number of pupils with statements of special educational needs is above average. Children in the Early Years Foundation Stage are taught in two Reception classes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Crawley Down Church of England School is a good school which has improved significantly in many aspects since the previous inspection. The headteacher and deputy headteacher know the school's strengths well and what needs to improve. They have carefully identified the correct priorities and have systematically tackled them. All staff share their commitment to make the school the best it can be. Consequently, the school is well placed to build on its strengths and has a good capacity to sustain improvement.

When children start school, their skills and understanding are in line with those expected for their age. They immediately make good progress in the Reception classes. In the rest of the school, progress, while good, varies due to some inconsistencies in teaching. In many lessons, teachers provide appropriately challenging activities, move the lesson along at a good pace and have high expectations and clear aims for the lesson which all pupils understand. As a result, progress made by pupils in these lessons is good. In a small proportion of lessons, pupils are not clear about what they are aiming to achieve or whether they have been successful.

Although assessment procedures have improved significantly, teachers' use of the information varies. As a result, work is not always sufficiently challenging, particularly for the more able pupils. Pupils have targets in English and mathematics, but their knowledge of how to reach them is variable. In the last three years, the higher than average number of pupils joining in Years 4, 5 and 6 has had an adverse impact on pupils' results in national tests by the time they leave the school. However, effective teaching, through the careful focus on the needs of these incoming pupils, enables them all to make good progress and attainment by the end of Year 6 is above average.

The recently revised curriculum, based on the school's aim of 'Fun, Active, Learning', covers all subjects well and is enhanced by a range of additional activities, visits and visitors. As a result, pupils increasingly enjoy the opportunities they are given. As the school acknowledges, these initiatives are becoming better embedded and are no longer reliant on the quality of the individual staff members for their implementation. As the pupils testified, there are now many exciting activities that lead to them enjoying their learning.

Pupils' behaviour is good and they are enthusiastic and well motivated. There is purposeful collaboration in lessons. The provision for vulnerable pupils, or for those with special educational needs and/or disabilities, is good and leads to these pupils making good progress. Pupils benefit from tailored individual or small-group sessions that successfully help to plug the gaps in their reading and writing skills.

There are conflicting views among parents about the school's effectiveness. Many hold the school in high regard and commented positively on the improvements in the last three

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years, and the care shown by all staff. Many parents agreed with the sentiments of one who described, 'a lovely, friendly and helpful school'. However, there are some parents who, despite the many newsletters and updates, feel that they are not being kept fully in the picture about what is happening in the school and, in particular, for their own children. The school agrees they must address this issue of communication with urgency.

◆ The school does much to promote its place in the local community and works effectively with many local nurseries and playgroups, and local businesses. Its audit of community cohesion, undertaken by governors and staff, is underpinned by a careful analysis of the school's context. While the links with the local community are strong, those with schools abroad are still being developed and pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are not developed sufficiently well.

What does the school need to do to improve further?

- Ensure that by the end of the current academic year, the school's monitoring systems raise the quality of all teaching and learning to that of the best by:
 - teachers consistently setting learning targets that pupils understand.
 - making sure all lessons have clear aims and move at a good pace.
 - giving pupils clear guidance during lessons so they know how to improve.
- Make strenuous efforts to remedy the lack of confidence in the school felt by some parents.
- Enhance pupils' understanding of their place in a culturally diverse United Kingdom and extend the school's provision for community cohesion by:
 - instigating the findings of its recent analysis
 - implementing its plans to link with schools in other localities.

Outcomes for individuals and groups of pupils**2**

The work seen by inspectors in lessons confirms the overall picture of good and improving progress. Although there are variations from year to year, over the time they are in the school, all groups of pupils achieve well. Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age. Effective organisation and careful assessments enable pupils to make good progress immediately and standards at the end of Year 2 are generally above average. Much of the pupils' success in reading and writing is due to the school's strong emphasis on developing speaking and listening skills. This was evident in a Years 1 lesson where the teacher very skilfully drew pupils' attention to the structure of a story while giving them the opportunity to share what they had planned in their stories of the Clumsy Crabs.

The school is very conscious of the needs of all pupils. It works very effectively to support pupils with special educational needs and/or disabilities, and those who enter the school with particularly low levels of attainment. Detailed plans to support these groups, coupled with thoughtful deployment of learning assistants and timely interventions, ensure that they make similar progress to that of their classmates.

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◆ Pupils who arrive part way through a school term quickly settle down and this enables them to continue their learning seamlessly. Another reason that pupils make good progress overall and achieve well is because attendance is above average. Pupils have a well-developed understanding of right and wrong and an appreciation and enjoyment of the wonders of life around them. They have a good understanding for their age of how to be safe in the community and enthusiastically and extremely knowledgeably explain the value of adopting healthy lifestyles and the need for exercise. As one boy affirmed, 'If we want to live a long time we have to eat properly and look after ourselves.' Pupils are lively, questioning and were keen to engage inspectors in conversation about their school. Pupils develop good social and interpersonal skills and relish working collaboratively, having well-developed skills of listening, taking turns and giving and receiving positive criticism. This, together with secure standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are good. In many lessons, there are strong elements that help pupils of all abilities to make good progress. Teachers are a keen and enthusiastic team who strongly encourage pupils in their learning. They use a range of techniques, such as good use of interactive whiteboards, to make lessons enjoyable. Most teachers keep up a brisk pace and help pupils to meet their high expectations by asking questions that

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encourage them to think hard. In an outstanding English lesson in Years 5, the teacher gave high quality feedback to test pupils' understanding, introduced extra challenges and used praise effectively to raise pupils' expectations of what they were capable of achieving. In this lesson, pupils assessed their own and each other's work, identifying what to do next. This helped them to understand what they need to do to improve. However, these effective aspects of teaching are not yet consistently seen throughout the school.

Assessment procedures to check pupils' progress have improved markedly since the previous inspection. However, this information is not consistently used well enough to plan activities to meet pupils' different needs effectively. As a result, pupils are occasionally given activities that are either not challenging enough or too hard, and their learning is then restricted. The curriculum supports pupils' personal development well through very effective personal, social and health education, and there is a good focus on using visits to widen pupils' life experiences. The school's strong emphasis on promoting pupils' emotional well-being results in them feeling secure and parents agree that children are looked after well. Induction programmes are excellent for those who arrive throughout the year. Good support for vulnerable pupils and close partnerships with outside agencies ensure that the needs of these pupils are well met.

◆ Throughout the school, positive relationships between staff and pupils contribute to the supportive ethos for study. As a result, the atmosphere for learning created by the whole staff is caring. The impact of the school's effective support, guidance and care is evident in the pupils' good standards of behaviour and social skills.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effective partnership of the headteacher and the deputy headteacher is sensitive to the needs of all pupils and staff. All adults involved in the school value the senior leaders' open-door approach through which they consistently give an exemplary lead and relate effectively with pupils, parents and the local community. Teamwork is of a good quality and all staff play a valuable part in moving the school forward. As one staff member said, 'It has been exciting to be a part of the school in the last three years.'

The administrative team plays a central role within the school. Its work is acknowledged and much appreciated. The headteacher and deputy headteacher have worked hard to develop a corporate understanding of the school's strengths and areas for development. There is an effective plan for further development and senior leaders show an urgency to

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make sure their vision is appreciated and shared so all staff are willing to make further improvements. The governing body is fully involved in all developments. It supports the school effectively and brings a wide range of experience and skills to bear to act as critical friend and to hold the school to account when necessary.

◆ Staff and governors ensure that discrimination in any form is not tolerated, and the school is very effective in promoting equal opportunities. It values the opinions of parents and carers and pupils and acts upon these. Procedures to safeguard pupils' well-being, safety and health are thorough and all members of staff are well trained. The contribution the school makes to community cohesion is satisfactory. A plan and clear actions are in place for promoting pupils' understanding from a local perspective. Links with other local schools and agencies are harnessed well. The need to expand its links to provide a better national perspective is well understood by the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make a good start to their schooling in the Reception classes and achieve well. They settle happily into school because of good links with parents and because of the strong nurturing environment. Staff make every effort to ensure all children feel welcome. The good parental relationships are maintained on a daily basis as staff make a concerted effort to talk to parents to enable them to understand how their children learn.

The Early Years Foundation Stage is managed well and clear priorities are set for improvement. The enhancements in provision and outcomes since the previous inspection are testament both to the effective leadership of the coordinator and the good teaching.

Planning is generally good because careful account is taken of the regular, ongoing assessments of children's progress. Effective teamwork provides good routines, high

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expectations of behaviour and achievement, and excellent relationships. Consequently, children develop well personally and engage well with their learning. Stimulating and interesting activities are provided and there is a suitable mix of teacher-directed and child-initiated activities. Children's language skills are being developed well with a clear focus on vocabulary. Children thoroughly enjoy learning but there are occasional missed opportunities as activities are not fully enhanced by the use of richer language, such as signs and questions, and by linking the tasks more carefully to what children already know.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents or carers who returned questionnaires or who spoke to the inspection team were happy with the school and the education their children receive. They consider that since the two schools combined, their children's education has improved. They feel that the school has a dedicated team of staff and that the headteacher leads and manages the school well. They feel that the school has a very warm, supportive and friendly atmosphere and the majority feel their children make good progress. Inspection evidence supports these views. Inspectors do not agree with the significant number of parents who feel the school does not deal well with pupils' unacceptable behaviour. There was also a significant minority of parents and carers who felt that the school does not keep them well informed about their children's progress, and does not listen to their suggestions or criticisms. Inspection evidence showed that the school tries very hard in both these respects, but clearly is not yet fully effective. These criticisms, and all other comments, were shared and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crawley Down Village Church of England School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The Inspection team received 125 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	46	64	51	3	2	0	0
The school keeps my child safe	53	42	65	52	6	5	0	0
My school informs me about my child's progress	24	19	77	62	21	17	1	1
My child is making enough progress at this school	33	26	76	61	13	10	0	0
The teaching is good at this school	48	38	68	54	6	5	0	0
The school helps me to support my child's learning	37	30	73	58	10	8	1	1
The school helps my child to have a healthy lifestyle	31	25	84	67	6	5	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	26	72	58	8	6	3	2
The school meets my child's particular needs	32	26	80	64	6	5	1	1
The school deals effectively with unacceptable behaviour	25	20	69	55	18	14	7	6
The school takes account of my suggestions and concerns	20	16	79	63	12	10	4	3
The school is led and managed effectively	44	35	62	50	9	7	4	3
Overall, I am happy with my child's experience at this school	40	32	76	61	5	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



8 October 2010

Dear Pupils

Inspection of Crawley Down Village Church of England School, Crawley Down, RH10 4XA

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is a good school, and we agree with what you told us ♦ it is a really fun place to learn. Here is a list of some of the things that we think are really good.

- The school looks after you extremely well and you all make good progress in your learning.
- You behave well, get along with each other and feel safe in school.
- You all have very good ideas on how to make things better and the teachers always listen to what you want.
- You have an excellent understanding of how to live healthily.
- You find lessons interesting and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The headteacher and staff manage the school well.

Even in good schools there are some things that can be made better, and we have asked your teachers to make sure that no matter which class you are in, they make sure you are all given work that will help you make the best progress you can, and you are always clear about how you can improve. Also, some of your parents said they are not too happy with the information they receive from the school about your progress and how they can help you at home. We have asked the headteacher and staff to do as much as they can to make sure they are happy with all the school is doing for you. ♦ Finally, we have asked the teachers to make sure you are given the chance to look at and understand about how children and adults live in places that are different from where you live.

Yours sincerely

David Marshall Lead inspector

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