

Crudgington Primary School

Inspection report

Unique Reference Number	123362
Local Authority	Telford and Wrekin
Inspection number	359420
Inspection dates	9–10 December 2010
Reporting inspector	David Driscoll

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair	Helen Hudson
Headteacher	Andrew Denton
Date of previous school inspection	16 April 2008
School address	School Lane Telford TF6 6JF
Telephone number	01952 386910
Fax number	01952 386911
Email address	A2038@telford.gov.uk

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St Ann's Square
Manchester
M2 7LA

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Introduction

This inspection was carried out by two additional inspectors, who observed nine lessons taught by five teachers. They held meetings with groups of pupils, staff, and members of the governing body. They observed the school's work, and looked at records of pupils' progress, the school's development plan, records of checks on teaching, documents relating to the safeguarding of pupils, and the responses to 38 parental questionnaires as well as responses to the staff and pupil questionnaires.

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

- Are girls are making enough progress in mathematics?
- Are pupils with special educational needs and/or disabilities who are at 'school action plus' making as much progress as other pupils?
- Are the school's leaders analysing the progress made by boys and girls in different subjects and acting on the results?

Information about the school

Crudgington Primary is a very small school serving a widespread community in a rural area. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils come from a White British background, and all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities has fallen significantly since the previous inspection and is now well below average, although the proportion with a statement of special educational needs is average. The school has had many staffing difficulties since it was last inspected, with several teachers absent for extended periods owing to illness or while they recovered from accidents. Two new teachers, including a deputy headteacher, joined the school in September 2010. One teacher was absent during the inspection owing to long-term illness. The school provides a breakfast club each morning.

The school shares its site with the Wraparound Club. This is privately managed and is subject to a separate inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

Crudgington Primary School provides a satisfactory education for its pupils. Its strengths lie in the good care, guidance and support that pupils receive, which result in them feeling very safe and secure. Most other aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are also good. They have a good understanding of how to keep themselves fit and healthy, and put this knowledge into practice in their everyday lives. Pupils readily respond to the many opportunities provided for them to play a leading role in the school community, and very much enjoy meeting and performing for adults from the surrounding villages. Pupils have a good understanding of right and wrong, which they demonstrate through their thoughtful behaviour. Relationships are good throughout the school, with older pupils keeping a careful eye on any younger ones who may need help, such as doing their shoes up at break times. Parents are very pleased with all that the school provides, and especially the warm and welcoming atmosphere that pervades the school.

Pupils' academic achievement is satisfactory as a result of the sound teaching and curriculum they receive. Pupils make steady progress as they move through the school and their attainment is broadly average on leaving Year 6. Lessons consistently include some aspects that promote good learning, but the proportion of teaching that is good overall is relatively low. The good relationships that teachers have with their pupils enable them to maintain discipline with ease. Teachers' use of information from assessments is improving, but they do not consistently ensure that work challenges pupils at a level appropriate to their ability. Lower ability pupils sometimes find the work a bit too hard, while, on occasion, the more able find it too easy. Pupils make good progress when they are working in groups that are directly supervised by an adult, but their learning slows when working independently because teachers do not always check their progress frequently enough. Pupils with special educational needs and/or disabilities who are supported at 'school action plus' make slower progress than others. The school has improved the quality of individual education plans, so they now provide very clear guidance on the support that such pupils need. However, this is not implemented consistently in lessons.

The school has made steady progress since it was last inspected and maintained the satisfactory quality of education. This has been no mean feat, given the many staffing difficulties which have led to the headteacher taking on many of the roles usually carried out by middle managers. The situation is now improving, with a permanent deputy headteacher in place, new middle managers and several new members of the governing body. Currently, the school has satisfactory capacity for improvement. The school's evaluation of its own performance is broadly accurate. Assessment data from writing and mathematics are analysed well to get a clear picture of strengths and weaknesses, and pupils' progress is improving as a result of the actions that have been taken. However, the

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headteacher has not had time to do the same for other subjects, so the pace of improvement in reading and science, for example, is slower. There are plans in place to reduce the burden on the headteacher by middle managers and members of the governing body playing a greater role in monitoring and evaluating the school's work, but these are yet to be fully implemented.

What does the school need to do to improve further?

- Increase the proportion of lessons taught to a good or better standard to 75% by December 2011 by ensuring that teachers:
 - make better use of data from assessments to set suitably challenging work for individual pupils
 - more frequently check the progress of groups of pupils who are working independently.
- Improve the progress of pupils with special educational needs and/or disabilities who are supported at 'school action plus' by consistently implementing the actions indicated in their individual education plans.
- Improve the school's capacity for improvement by:
 - increasing the role of middle managers and members of the governing body in monitoring and evaluating the school's performance
 - employing the successful methods of analysing data used in mathematics and writing consistently across all subjects.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children join the Reception class with attainment that is broadly typical of national expectations for their age. The achievement of all groups is satisfactory, regardless of their ethnicity or background. Pupils very much enjoy coming to school and their attendance is above average. They have great confidence in their teachers to deal with any concerns they may have, but these are very few and far between. None, for example, could remember any incidents of bullying and instead stressed how everybody knows each other and gets on well together. The school council plays a particularly strong part in the school. Its members carry out surveys to canvas pupils' views and lead the School Nutrition Action Group (SNAG) that promotes healthy eating and lifestyles in school. Pupils have a good understanding of other cultures, and their knowledge of different faiths is outstanding.

Pupils behave well both in and out of lessons. They are polite and respectful towards adults, and are keen to express their views in a sensible and mature manner. In the lessons observed, pupils usually concentrated well on their tasks. They responded immediately to their teacher's instructions and tried hard to produce their best work. Pupils' concentration was total when working in a group that was directly supervised by an adult, and in these circumstances they made good progress. When working on their own,

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or in groups that were not directly supervised, the pace of their learning slowed when they did not get straight down to work or allowed their concentration to wander. There are few differences in the progress made by different groups. Girls did not make as much progress in mathematics in the previous academic year, but this was not part of any long-term trend and currently girls are making the same satisfactory progress as boys in all their subjects. The progress of pupils with special educational needs and/or disabilities who are supported at 'school action plus' was slower than other pupils in the lessons observed, although still satisfactory. Some of their needs were met well, such as providing them with suitable resources, but others, for example ensuring they were seated in an appropriate place, were not enforced.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	3
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?

Pupils find the new system of marking work using different coloured highlights very helpful in telling them what they have done well and what could be improved. They are clear about the next steps they need to take, but these are not always built upon in lessons because the work they are subsequently given does not always take full account of their prior attainment. The planned curriculum for each class meets the broad needs of the different ability groups. However, sometimes, the most able pupils have to wait for others to catch up when they have finished their work early, or lower attainers find the work a bit too difficult to tackle without extra help. Teachers' explanations are clear, so all know

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what they are to do, and how to do it. The use of printed lesson objectives for each group, which pupils can stick in their books, ensures that no time is wasted in laboriously copying them from the board. Teachers give pupils many opportunities to discuss their ideas in pairs or small groups, which successfully supports their social development.

Each week, the school devotes part of its curriculum time to community activities within the school, which results in the feeling of being part of a family. There is a good range of clubs and activities, many of which support the school's good work in teaching pupils about different faiths, how to lead a healthy lifestyle and the dangers of drug abuse. There are effective links with other schools, especially in promoting sports and the arts. The school's good pastoral care is built on consistency of approach within a caring and welcoming environment. All staff, for example, expect the same good standards of behaviour from pupils. The school is vigilant with regards to child protection, and is quick to act on any concerns that may arise. The support for pupils with disabilities has been particularly successful in allowing them to fully access the curriculum and play a full part in the life of the school.

These are the grades for the quality of provision

The quality of teaching	3
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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leaders have successfully maintained the satisfactory quality of education and drive for improvement during a period of significant staffing disruption. They have done this by ensuring that management systems are sufficiently embedded to allow the school to continue running smoothly. Checks on teaching have continued, and provide an accurate and detailed picture of strengths and areas for improvement. However, they have all been carried out by the headteacher, rather than by other middle managers and senior leaders. Members of the governing body have ensured that statutory requirements are fully met, including those for safeguarding pupils. They have a sound, and improving, understanding of the school's overall performance, but rely on the headteacher's reports as a source for them to challenge the school, rather than developing a deeper understanding of the school's effectiveness through other methods of evaluation.

Nevertheless, the school's leaders have good systems in place for canvassing the views of parents and carers, and acting on their suggestions. Relationships with them are highly positive. The school has a good disability access plan that has ensured that full account has been taken of the individual needs of disabled pupils. Any form of discrimination is extremely rare. There have been no racial incidents, for example. Provision for equality of opportunity is no better than satisfactory, however, because gaps in performance still exist between some groups. The school's leaders analyse the performance of boys and girls in writing and mathematics, but this is yet to be extended to other subjects. There is a good-

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quality audit of provision for community cohesion in place, and effective actions have been taken to promote community cohesion within the school, local area and internationally. Much of the national provision comes through the school's curriculum, although there are plans in place to increase the engagement of pupils with those from other areas. The school's evaluation of its effectiveness in providing for community cohesion is not as effective as other areas.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children usually join and leave the Reception class with knowledge and skills that are typical for their age. Progress in most areas of learning is satisfactory, and it is good in physical development. Children have a very large outside area in which to develop their co-ordination, and a good range of resources to support their development of finer movements. Progress in calculation is slightly slower than other aspects. In lessons aimed at improving children's number work, the independent activities do not always have a clear focus on numeracy or mathematical development. The leader of the Early Years Foundation Stage, rightly, has plans in place to improve the displays in the outdoor area, to provide a better focus for number work. The curriculum provides a good balance of tasks that are led by the teacher and those chosen by the children themselves. Progress during tasks with the teacher is good. Children focus very well on their work and the teacher is able to tailor the questioning and input to the individual child. Progress during child-initiated activities is satisfactory because children are not always checked frequently enough to ensure they are fully engaged or learning at the best possible rate. Children are assessed accurately, and the results analysed well in literacy and personal development. Progress is not tracked as effectively in other areas of learning. Links with parents and carers are strong. They are very pleased with the provision for their children, especially the good care that is provided and the quality of information they receive.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An average proportion of parents and carers responded to the questionnaire. The results were very positive. Parents and carers commented particularly on the good quality care that their children receive and the family atmosphere in the school; views that are similar to those of the inspectors. Inspectors found the quality of teaching and the progress that pupils make to be satisfactory, rather than good. While all lessons had some good features, these were offset by some weaknesses that reduced their overall effectiveness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crudginton Primary 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 104 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	84	6	16	0	0	0	0
The school keeps my child safe	32	84	6	16	0	0	0	0
My school informs me about my child's progress	12	32	26	68	0	0	0	0
My child is making enough progress at this school	16	42	22	58	0	0	0	0
The teaching is good at this school	21	55	17	45	0	0	0	0
The school helps me to support my child's learning	20	53	18	47	0	0	0	0
The school helps my child to have a healthy lifestyle	21	55	17	45	0	0	0	0
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)	15	39	20	53	0	0	0	0
The school meets my child's particular needs	18	47	18	47	2	5	0	0
The school deals effectively with unacceptable behaviour	18	47	18	47	0	0	0	0
The school takes account of my suggestions and concerns	19	50	19	50	0	0	0	0
The school is led and managed effectively	23	61	15	39	0	0	0	0
Overall, I am happy with my child's experience at this school	25	66	13	34	0	0	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.



13 December 2010

Dear Pupils

Inspection of Crudgington Primary School, Telford, TF6 6JF

Many thanks for all the help you gave us when we visited your school. You, and your parents and carers, can feel very proud of your good behaviour and manners. We were impressed by all the work you do in school to make it a better place to learn. The school council is doing a great job of helping you all to become healthier. You spoke to us about your school in a very sensible way, telling us about how well you all get on with one another and how safe you feel. We agree with you. Your school has a great family atmosphere because you all look out for, and help, one another. Your teachers take good care of you and ensure that you have no worries.

Overall, we found that you are getting a satisfactory education. You make steady progress in your subjects and leave with standards that are similar to most pupils of the same age in other schools. You could still do better though. We have asked your teachers to make sure that the work you are given is always just difficult enough to make you have to work and think hard about it to get it right. When you are working with a teacher, you always get on well, but when you are working on your own or in small groups you sometimes do not get down to work quickly enough or concentrate fully. We have asked your teachers to check more often to see how well you are working, so that they know you are learning as quickly as possible. You can help, by not letting your minds wander when the teacher is not sitting with you. Some of you need a little more help with your learning than others, and we have asked your teachers to make sure you always get help when you need it.

Your school is steadily getting better, but the headteacher has had to do most of the work of running the school by himself, as others have been ill. You now have several new teachers and we have asked them, and members of the governing body, to help him by carrying out more of the checks and deciding what needs to be done to make the school improve even more quickly.

With all best wishes for your future.

Yours sincerely

David Driscoll

Lead inspector

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