

# Crowle Primary School

## Inspection report

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|                                |                    |
|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 117735             |
| <b>Local Authority</b>         | North Lincolnshire |
| <b>Inspection number</b>       | 358184             |
| <b>Inspection dates</b>        | 8–9 December 2010  |
| <b>Reporting inspector</b>     | Linda Murphy       |

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

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| <b>Type of school</b>                      | Primary                                       |
| <b>School category</b>                     | Community                                     |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 246   |
| <b>Appropriate authority</b>               | The governing body                            |
| <b>Chair</b>                               | Mr Martin Jones                               |
| <b>Headteacher</b>                         | Mrs Anna Cvijetic                             |
| <b>Date of previous school inspection</b>  | 7 July 2008                                   |
| <b>School address</b>                      | Manor Road<br>Crowle<br>Lincolnshire DN17 4ET |
| <b>Telephone number</b>                    | 01724 710312                                  |
| <b>Fax number</b>                          | 01724 712678                                  |
| <b>Email address</b>                       | head.crowleprimary@northlincs.gov.uk          |

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|--------------------------|-------------------|
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## Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed; eight teachers and two Early Years Foundation Stage practitioners seen; meetings were held with groups of pupils, members of the governing body, and staff. The inspectors observed the school's work: documentation was scrutinised including the school's development plans, safeguarding and health and safety policies and protocols and data relating to pupils' attainment and progress. In addition, 119 questionnaires from parents and carers and those completed by staff and pupils were analysed.

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

- The level of attainment of pupils with special educational needs and/or disabilities to determine whether teaching is sufficiently challenging for them and provision meets their needs.
- Which strategies appear to be effective in raising attainment and also what proportion of pupils attain highly, in particular, in English.
- The rate of pupils' attendance and how well the school promotes regular attendance.
- The distribution and effectiveness of leadership in improving pupil's attainment.

## Information about the school

This is an average-sized school of its type which serves the immediate area and a local village. Nearly all pupils are White British. A smaller-than-average proportion of pupils has special educational needs and/or disabilities. As is the proportion of pupils known to be eligible for free school meals. However, both of these proportions vary greatly between year groups. The school offers extended services through a breakfast club and flexible nursery places. Since the last inspection a new deputy headteacher has been appointed. The school holds a wide range of external accreditations. A Sure Start Children's Centre is attached to the school, although it 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This school provides its pupils with a good quality education. Significant strengths include the Early Years Foundation Stage, pupils' contribution to their school and local community and their understanding of how to live healthy lifestyles.

From levels mostly well below those typical for their age on entry to Nursery, children achieve outstandingly well and usually attain the goals expected nationally for their age by the end of the Reception Year. By the end of Year 6, pupils achieve well from their starting points and attain average levels in English and mathematics. Pupils throughout the school have yet to fully benefit from the first-rate learning that now takes place in the Early Years Foundation Stage. This is because the improvements have been made since the last inspection and have not had sufficient time for older pupils to benefit.

F is for fun and excitement

R is for respect and responsibility

I is for independence and inspiration

E is for everyone being treated equally

N is for new challenges that we meet every day

D is for developing our talents and doing our best

S is for solutions and sharing

The motto as set out above guides the school's work. It is seen in practice in the good quality curriculum which promotes equality, enjoyment, responsibility and challenge. Similarly, in the good teaching which encapsulates collaborative work and develops the talents of individuals. Even so, a few aspects of teaching and learning are not as strong as the majority and this limits the quality of teaching to good overall.

Underpinning the motto is the well-focused support for pupils' welfare and well-being which greatly encourages pupils' good personal development, mutual respect and the courtesy. One parent described the school as, 'one huge family'. Since the last inspection the school has made good improvement: by Year 6, boys and girls achieve equally well and in information and communication technology (ICT) they attain the expected levels for their ages. Leaders and managers evaluate the school's work rigorously. Key strengths are built upon and the school identifies appropriate aspects for improvement. Action plans are of good quality; implementation is rigorous and mostly fully monitored. Together with a good team spirit and high expectations this indicates a good capacity for the school to sustain improvement.

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## What does the school need to do to improve further?

- To ensure that pupils' achievement and attainment in English and mathematics continue to improve by:
  - raising the quality of teaching in Years 1 to 6 from good to outstanding
  - making sure that in all classes there is an appropriate balance between the amount of direct teaching and independent work
  - improving the quality of marking so that pupils have extra guidance on the next steps to be taken
  - making sure that all lessons are concluded in a timely and helpful way
  - reviewing and implementing the policies on teaching, learning and marking
  - when monitoring the quality of teaching focus more clearly on the impact on learning.

## Outcomes for individuals and groups of pupils

2

Pupils are happy, confident and courteous. They really enjoy school and make friends easily. They respect the rights of others and learn together in harmony. Good behaviour underpins their learning and their play. For example, when lunch breaks had to be inside because of inclement weather, pupils naturally formed groups and independently found interests such as reading, ICT and table top games to enjoy. Pupils take pride in presenting their work well such as their growing expertise in using a cursive script from an early age. They use ICT very effectively as a tool to support work in a range of subjects and this appeals to boys and girls alike. Pupils achieve well throughout the school. From their individual starting points, all groups of pupils including those with special educational needs and/or disabilities make good progress. By the end of Key Stage 2 pupils' attainment in basic skills is broadly average. The proportion of pupils attaining highly for their age is also rising in English and mathematics.

Pupils enjoy their first-rate healthy lifestyles in school and participate greatly in such things as 'wake up shake up' to get their 'bodies moving and brains thinking'. They revel in the sports available to them and in particular when ex-pupils working with the local football team regularly visit. Pupils understand well how to keep safe and are adamant that, 'There is no bullying and or racist incidents.' They are confident that any problems are sorted out immediately. Pupils have a strong voice in school through a wide range of opportunities such as helping to appoint staff. They work well in the locality, for example, with the local town council on re-designing a park.

A parent commented, 'The school involves the whole community'. The school is very proactive in tackling absence with improving results.

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

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| 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        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

<sup>1</sup> 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?

Lessons are typified by very warm relationships which provide a fundamental platform for learning. Teachers plan and provide work that matches pupils' varying needs. Organisation is good and aids pace. Praise links to learning. Questioning checks pupils' understanding and contributes well to modelling discussion so that when pupils talk to partners everyone has time to reflect on their learning, have a valid say about their ideas and judge how well they are doing. This informs their targets well. Support staff are deployed sensitively to aid pupils' good progress. Inconsistencies in teaching include the quality of marking and identifying where pupils have responded to advice provided by the marking. This is because the policy, due for review, is not followed carefully. At times, lessons are overly directed by teaching and this leaves too little time for pupils' independent work. The conclusions to lessons also vary in timing and quality.

The curriculum provides pupils with a wide range of interesting and engaging activities which promote enjoyment and often excitement in learning. Barriers between subjects are being broken down so that pupils' gain a well-rounded understanding of the themes they study and have increasing opportunities to apply their learning to new situations. For example, pupils in Year 2 spoke with clarity and projected their voices well during the Christmas concert so that parents and carers attending could follow the story and thoroughly appreciate the very joyful singing.

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A recurring theme in comments from parents and carers is how well they feel their children are looked after in school and that staff are exceedingly responsive to pupils' needs. The school has recently discontinued approving holidays in term time and is working with external agencies to improve pupils' attendance. The school works closely with parents and carers, for example, staff have increased attendance of individuals well through the year. Pupils absent due to long-term illness are given work to do at home and provided with internet links to the school so that they do not fall behind in their school work. The school offers extended services through a breakfast club and flexible nursery places, which also encourage improved attendance.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership and management team has been extended since the last inspection to improve sustainability. The roles of senior leaders are developing well as they lead teams of staff to address key areas for improvement. Arrangements to monitor the schools' work are good and other external validations support the school's judgements. A minor area that has lacked attention is the policy on marking. The school's monitoring of teaching is precise and provides targets for improvement, although does not always focus sufficiently well on the progress that pupils make in lessons. Nonetheless, the good leadership and management at all levels including governance impacts well on pupils' good academic progress. Very effective administration enables the headteacher to concentrate on raising achievement.

The school promotes equality of opportunity well through its day-to-day work because it places a strong emphasis on including all pupils. Systems to track pupils' academic progress are thorough and used well to ensure pupils' good achievement. These systems help highlight any difficulties pupils may be having and pinpoints priorities for improvement. The school is pivotal in engaging outside agencies to draw upon the expertise available to best benefit the pupils. Good arrangements to safeguard pupils, for example, by very carefully vetting the people who work in and regularly visit school means that parents and carers have every confidence in the school to keep their children safe. When surrounded by very deep snow the school ensured pathways were cleared and safe, despite the freezing weather. The school makes a good contribution to community cohesion and, as a result, pupils gain a good understanding of differing social, religious and ethnic backgrounds. The governing body has a good mix of experienced people and new appointees. Governors have good links to school and a good understanding of the school's strengths and developments through closely monitoring its work.

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

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The first-rate provision in the Early Years Foundation Stage enables children in the Nursery and Reception classes to achieve outstandingly well in most areas of their learning. A strength is in children's very strong personal development which is exemplified by their very sensible behaviour and tremendously positive attitudes to learning. The learning environment is very stimulating and encourages children to really explore and get involved in learning. Adults are at hand to help develop children's confidence and independence. This helps all and, in particular, the increasing minority who have speech and language difficulties. The quality of teaching is sensitive to children's needs yet sets high expectations. In the Reception class, in particular, it is dynamic so that learning moves on apace. Leadership and management are outstanding and provide great care for the children, for example, through an excellent thoroughly structured induction process.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:<br>Outcomes for children in the Early Years Foundation Stage  | 1        |
| The quality of provision in the Early Years Foundation Stage                       | 1        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1        |

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## **Views of parents and carers**

An above average response to the questionnaires from parents and carers showed a most positive view of the school's work, in particular, in children's enjoyment of school, the fact that the school keeps children very safe, that teaching is of good quality and the way in which the school helps parents and carers to support their children's learning at home. Positive comments include such phrases as, 'Parents are encouraged to become involved in school life – we love it', and, 'All staff are extremely supportive'. Even so, to improve teaching to an outstanding level there are some changes to be made and monitored. A small number of returns showed concerns about how effectively the school deals with unacceptable behaviour, the way the school takes account of suggestions and concerns and the way the school informs parents about their children's progress. The inspectors considered the points raised very carefully before coming to their judgements outlined in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crowle 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 69             | 58 | 45    | 38 | 1        | 1  | 1                 | 1 |
| The school keeps my child safe  | 71             | 60 | 47    | 39 | 0        | 0  | 1                 | 1 |
| My school informs me about my child's progress  | 50             | 42 | 62    | 52 | 6        | 5  | 0                 | 0 |
| My child is making enough progress at this school   | 54             | 45 | 59    | 50 | 4        | 3  | 0                 | 0 |
| The teaching is good at this school   | 59             | 50 | 57    | 48 | 3        | 3  | 0                 | 0 |
| The school helps me to support my child's learning  | 58             | 49 | 52    | 44 | 2        | 2  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 52             | 44 | 63    | 53 | 4        | 3  | 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) | 54             | 45 | 55    | 46 | 3        | 3  | 0                 | 0 |
| The school meets my child's particular needs  | 57             | 48 | 58    | 49 | 4        | 3  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 44             | 37 | 51    | 43 | 12       | 10 | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 49             | 41 | 57    | 48 | 5        | 4  | 0                 | 0 |
| The school is led and managed effectively   | 64             | 54 | 50    | 42 | 4        | 3  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 68             | 57 | 46    | 39 | 2        | 2  | 1                 | 1 |

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| 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.**



10 December 2010

Dear Pupils

**Inspection of Crowle Primary School, Crowle, DN17 4ET**

Thank you for your warm and friendly welcome and sharing your views on the school through talking to the inspectors and returning the pupils' questionnaires. You make good progress from Year 1 to Year 6 because your school provides you with a good education. There are some outstanding aspects which include:

- the fast learning of children in the Nursery and Reception classes
- your contribution to your school and wider community
- your understanding of how to live healthy lifestyles.

The implementation of your school motto 'FRIENDS' tells us much about the good quality of teaching and learning that you have and the good ways in which you behave and get on well with others. It shows us that your school cares for you well and is good at working with others in your best interests and finding exciting topics for you to study. All of this shows us that the leadership and management of your school are good. Everyone wants the best for you. To ensure that your progress and attainment in English and mathematics continues to improve, I have asked the school to raise the quality of teaching from good to outstanding, by:

- making sure that in all classes there is an appropriate balance between the amount of direct teaching and independent work
- improving the quality of marking so that you all have extra guidance on the next steps
- making sure that all lessons are concluded in a timely and helpful way to lead you on to the next lesson
- to look again at how best the school uses policies on teaching, learning and marking
- when monitoring the quality of teaching to also check your learning.

Well done everyone! I wish you all the very best and trust you continue to enjoy learning every day.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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