

# Crockerne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	131120
<b>Local Authority</b>	North Somerset
<b>Inspection number</b>	362777
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Wiola Hola HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elspeth Davis
<b>Headteacher</b>	Lara Furnidge and Geeta Verrell
<b>Date of previous school inspection</b>	6 October 2009
<b>School address</b>	Westward Drive Pill Bristol BS20 0JP
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by one of Her Majestys Inspectors and one additional inspector. Inspectors observed 15 lessons seeing 13 teachers. They held meetings with senior leaders, groups of staff, a group of pupils and with three members of the governing body including the chair. They observed the schools work, and looked at some of the schools documentation including records of pupils attainment and progress, school self-evaluation and some policies, especially those relating to safeguarding pupils.

The inspection team reviewed many aspects of the schools work. It looked in detail at a number of key areas.

How good are teaching and learning? Is the work set matched to pupils needs? Are pupils given good feedback on how well they are doing and how to improve?

How well does the curriculum contribute to pupils progress and allow them to build their knowledge, understanding and skills from year to year and within each year? Are pupils given opportunities to develop and apply their skills in writing and mathematics across different subjects?

How well do leaders and managers drive improvement, evaluate provision and outcomes, and hold all teachers accountable for the quality of learning in their classes?

## Information about the school

When Crockerne was inspected in October 2009, it was judged to require special measures. Subsequently, the school was inspected on four occasions, including this one. At the previous monitoring inspection, the school was judged to be making good progress.

The school is larger than average. A very large majority of pupils are from White British heritage. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils who speak English as an additional language is below average, as is the proportion with special educational needs and/or disabilities. The proportion with a statement of special educational needs is, however, well below average.

The Early Years Foundation Stage comprises a Nursery which most children attend part time and two Reception classes. A childrens centre, managed by North Somerset Council, operates on the school site. The childrens centre was not inspected as part of this inspection. The school runs a breakfast club.

From September 2010, the school has been led by two headteachers, one of whom is new to the school, under a temporary co-headship arrangement. This arrangement is to become permanent from September 2011.

**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**

**2**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school is providing a satisfactory education. Pupils are now making expected progress with signs of good progress in Year 6. This is a much improved picture on that seen in October 2009. The significant shortcomings in progress seen then, particularly in Years 3 and 4, have been eliminated, although some variability in progress still exists between year groups. Progress in reading is a little better than that in writing and mathematics. Attainment is currently broadly average throughout the school although, with the boost to learning that is being given in Year 6, the school expects standards to rise.

Children make a good start to school in the Early Years Foundation Stage. It is clear that, in this stage and in others, children and pupils enjoy school and feel safe. Their attitudes to work are positive and many show a spirit of enquiry when facing new tasks and challenges. Behaviour is good. Pupils enjoy learning about the topics studied. They are encouraged to put forward their ideas on what they would like to learn about and do so. Much good work has been done to enhance the curriculum that is now good. The quality of teaching and learning is satisfactory with examples of good and even outstanding teaching particularly, but not exclusively, in Years 5 and 6. The best teaching is clear about what pupils know and can already do at the start of a lesson and provides activities that enable pupils to build on their prior learning and make good or better progress. Some teachers provide good verbal and written feedback on pupils work and follow up pupils responses to it. There are strengths in the care, guidance and support provided for pupils, including excellent procedures for promoting good attendance and good induction into the Nursery. The management of pupils behaviour is done with thoroughness and sensitivity. Provision for pupils with special educational needs and/or disabilities is good.

Underpinning the above improvements in provision and pupils progress are good leadership and management that have also improved significantly since October 2009 at all levels, including governance. The co-headship arrangement is working well. The checking of pupils attainment and progress is now done with rigour and teachers are held to account for the extent of the pupils learning. Teamwork amongst staff is strong. Middle leaders in their curriculum teams are working effectively to develop aspects of provision and have begun to play a vital part in evaluating pupils progress across subjects, although more remains to be done here. The quality of the schools self-evaluation is generally good, although in places it is slightly more focused on provision than on outcomes. The school has shown its good capacity to improve further.

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

- Raise further the quality of teaching so as to speed up pupils progress throughout the school by:
  - enhancing teachers skills in day-to-day assessment of what pupils already know, how well they are learning during lessons, and what has been achieved by the end of a lesson
  - using information from assessments to ensure tasks set in lessons meet pupils needs consistently well
  - sharing more widely the good practice in teaching that already exists in the school, especially in relation to giving pupils good feedback on their work and how to improve it.
- Develop further the skills and effectiveness of middle leaders in promoting good learning and progress by:
  - building on the work done so far in setting out the curriculum to ensure good progression in pupils knowledge, skills and understanding across the curriculum through relevant and engaging topics and activities
  - strengthening middle leaders skills in evaluating pupils progress, both of individuals and of sub-groups, to determine what aspects of provision should be adjusted and in taking action to do so.
- 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

<b>3</b>
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Pupils enjoy school and settle to work quickly in lessons. In the best lessons, pupils engage with enthusiasm, even when the tasks are challenging. Sometimes, learning is fun but not highly productive in terms of new skills or knowledge acquired. In a few lessons observed, learning was relatively slow because activities were not sufficiently well focused or organised by the teacher. Nevertheless, pupils progress is satisfactory overall. There are, however, some differences between groups. The learning and progress of pupils with special educational needs and/or disabilities is generally good; for some of these pupils, it is excellent. This is because of the carefully tailored provision they receive within and beyond class-based lessons from teachers, teaching assistants or other educational professionals. The progress of pupils known to be eligible for free school meals, taken as a group, is slower than that of their peers.

Test results in 2010 at the end of Year 2 and Year 6 were broadly average overall. A lower-than-average proportion of pupils, however, exceeded the expected levels in mathematics. The 2010 results showed that pupils leaving Year 6 in that year made good progress from Year 2 but it is by no means certain that their progress since starting school was good. This is because data on pupils attainment and progress were not in previous years compiled or analysed as reliably or thoroughly as they are now. An increased proportion of pupils in Year 6 are on track to attain above expected levels in English and mathematics. Pupils current work in books and lessons bears out that view to a large

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extent. Writing skills are being developed systematically, often in the context of topics being studied. Some pupils take more time than might be expected for their ages over mental arithmetic tasks. Pupils are prepared well for their next steps in life and learning in view of their good spiritual, moral, social and cultural development, good attendance, generally sound basic skills and their many positive personal attributes that include a readiness to tackle challenges. Pupils show they have a good understanding of how to lead healthy lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

While teachers have raised their expectations of what pupils can achieve over time, there is some inconsistency in the quantity and quality of work teachers expect pupils to cover in a lesson; sometimes, great strides are made but occasionally pupils cover too little new ground. Teachers have adopted a range of techniques and strategies designed to boost pupils progress and generally apply them wisely. In some lessons, however, the techniques are used mechanically and do not enhance learning as intended. For example, the thumbs up, down or sideways signal from pupils does not always convey accurately the extent of their understanding. Some teachers have strengths in demonstrating what pupils are required to do, in testing the depth of their understanding and in prompting ideas; others, less so. In Years 5 and 6, good lesson planning across the three classes is both efficient and effective. It has led to some exceptionally good progress in writing, as

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seen in pupils work on conveying emotions set in a topic based on the Second World War. Similar joint planning occurs across other year groups but the effectiveness of lessons, even based on the same plan, can vary with each teachers skill in presenting the tasks and managing the pace of learning. Behaviour management is at least satisfactory, relationships positive and encouraging, and partnerships between the teacher and teaching assistants strong and effective. In most lessons, planned activities meet the often wide-ranging needs of the pupils; it is the teachers interactions with pupils as they work on them that subsequently make learning good or not.

The curriculum is good, newly revised in terms of subject coverage, and being trialled with much enthusiasm from staff and pupils. Topics are relevant and engaging. The activities being developed, as well as covering subject-specific programmes of study, allow teachers to foster many basic skills, especially in literacy and information and communication technology (ICT), but less so in mathematics. Some singing takes place but provision for music is currently rather limited. A good range of enrichment activities is enjoyed by pupils. Trips, such as that to the Colston Hall for music and dance, enhance pupils learning experiences. Pupils speak with pleasure and pride of the schools drama productions. Provision for pupils with special educational needs and/or disabilities is good.

Good links with health and other services enable the school to provide additional specialist help. Excellent steps are taken to improve the attendance of some persistent absentees. Pupils whose circumstances make them vulnerable are kept under review very well. Not enough has been discovered about what barriers to learning might exist in the group of pupils known to be eligible for free school meals. The breakfast club provides a good start to the day for pupils who attend.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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?

Leaders and managers are successfully driving improvement because many systems that underpin it are now secure, especially in the good processes for evaluating pupils attainment and progress and in some strong features of educational provision. These systems enable the school to promote well equality of opportunity as each pupils needs are carefully considered through pupil progress meetings, for example. The school has benefited from some good support from the local authority but is no longer reliant on it. The two headteachers bring complementary skills to the co-headship arrangement which is serving the school well. Roles and responsibilities have been set out very clearly for the headteachers and deputy headteacher. Governance is good with strong contributions from individual governors who bring valuable expertise to their roles. The governing body is

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keeping a very close check on the schools effectiveness through various means, very ably steered by the Chair of the Governing Body. Arrangements for safeguarding pupils are good; policies, practices and training for child protection and other matters of health and safety are very thorough. Good partnerships exist with the local secondary school and with external agencies to support pupils well-being.

Teaching and learning have improved because of some good professional development, especially for those teachers who are new or recently qualified. There is a commonly held understanding of what constitutes high quality in lessons. Senior staff have assisted teachers in increasing the reliability of their assessment of the levels pupils have attained. The staff, in their curriculum teams, have made a good start in putting detail on the already good curriculum framework. They show much energy, ingenuity and collaboration in designing activities for the overarching topics that have been laid out; some of this work is still relatively new and being tested.

Staff have worked hard to improve the accommodation in that classrooms and displays around the school are attractive. Nevertheless, some areas are drab and in need of refreshment or refurbishment. Plans exist to enhance some parts of the accommodation, including the swimming pool, within tightly managed financial resources. Some local community groups are supporting the school in its efforts to enhance the site and buildings. The schools promotion of community cohesion has good features, although there is some unevenness across the three strands of this work; the school is rightly seeking to enhance pupils appreciation of diversity across community groups.

*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: 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>3</b>

## Early Years Foundation Stage

Children start the Nursery with wide-ranging abilities, although many have skills that are broadly in line with what can be expected for their ages. Induction into the Nursery is



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particularly good. Children make good progress in the Nursery class, growing in confidence and independence as well as learning to understand the feelings of others. This continues, in the main, in the Reception classes, although staff in them recognise the need to increase the progress of some middle-attaining children. A recent focus placed on boosting the progress of more-able children has yielded good results, especially in using numbers. In all classes in this stage, children work and play happily together, settle quickly and enjoy the many activities provided that cover well all the required areas of learning. During the inspection, both boys and girls were seen working in the builders yard and in the hospital; they showed that many aspects of their personal and social development were being fostered successfully as they helped each other. Behaviour is very good and, where necessary, skilfully and unobtrusively managed by staff. Teachers in Reception have introduced a regular meeting with children giving them the opportunity to suggest ideas for work in the following week. Leadership and management of this stage have many strengths. Staff assess well childrens progress and keep clear records of it. They maintain good links with the childrens centre, parents, carers and external services such as health professionals to secure childrens well-being. Safeguarding and welfare arrangements are of high quality. Accommodation is good, clean, safe and inviting, although there is scope to enhance further provision outdoors to enrich learning; plans exist for this to happen as finances allow.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Inspectors spoke with some parents and carers at the start and end of the school day. This small sample yielded the following list of main views expressed. Parents and carers:

- see the school as having improved since the last inspection, and indeed more recently, especially in terms of communication with them through newsletters, emails, meetings to discuss their childs progress and in other ways
- are happy with their childs learning and progress, and see staff as approachable and helpful in dealing with any queries and concerns
- told inspectors about recent questionnaires from the school seeking their views and about Parent Voice meetings through which they can express their opinions and make suggestions.

A few parents and carers were uncertain about arrangements for homework and would like further clarity about this.

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

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



25 March 2011

Dear Pupils

**Inspection of Crockerne Church of England Primary School, Pill, Bristol BS20  
OJP**

I write to let you know that your school has improved and no longer needs special measures. I also thank you for the conversations I have had with many of you over my four visits. These have helped me greatly to understand that your progress is now generally in line with what can be expected and even better in places.

Those of you in the Nursery and Reception classes make a good start to school life.

Standards throughout the school are broadly average. In Year 6, more of you are expected to reach Level 5 than did so last year. Some of you are quick at mental arithmetic and your writing is good. Others need more time and practice to speed up on calculations and write well. You clearly enjoy your topic work and some of you showed me with pleasure the displays about the Rain forest, Egyptians and World War II, for example. You settle down to work quickly in lessons and behave well. Attendance for most of you is above average. The school cares for you well. Those of you who need some extra help get it and often make good progress.

The school has improved mainly because: teaching is now satisfactory overall and sometimes better than this; senior teachers keep a close check on how well you are learning in each class; and all staff have worked hard to make learning interesting. Members of the governing body have also been involved in the improvements, setting out very clearly what they expect of the school and its work. Staff and governors know what needs to be done to make the school even more effective.

In order to speed up your progress even more, the school should make more lessons good ones by:

helping some teachers become more skilful at giving you the right level of work and helping you understand how to improve it

building on the good work done so far in developing the curriculum so that your learning in all subjects moves forward smoothly and quickly.

All of you can also help by working hard and telling your teachers if the work is too hard or too easy. I wish you all the very best for the future.

Yours sincerely

Wiola Hola

Her Majesty's Inspector

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