

# Crawford Village Primary School

## Inspection report

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<b>Unique Reference Number</b>	119224
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379756
<b>Inspection dates</b>	30 April 2012–1 May 2012
<b>Lead inspector</b>	Stephen Wall

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	39
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Ashcroft
<b>Headteacher</b>	Laurence Kinney
<b>Date of previous school inspection</b>	12 February 2009
<b>School address</b>	Crawford Village Skelmersdale WN8 9QP
<b>Telephone number</b>	01695 622333
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<b>Age group</b>	4–11
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## Introduction

Inspection team

Stephen Wall

Additional inspector

This inspection was carried out with two days' notice by one additional inspector. Seven lessons were observed taught by three teachers. The lessons included the teaching of phonics (letters and the sounds they make) to children in the Reception class and to pupils in Years 1 and 2. The inspector scrutinised a selection of pupils' workbooks. Meetings were held with staff, pupils and members of the governing body. He observed the school's work, and looked at a wide range of documentation including: pupils' progress data; the school's evaluation of its effectiveness; the school development plan; records of attendance and behaviour; and minutes of meetings of the governing body. The inspector analysed 26 questionnaires returned by parents and carers as well as those returned by staff and pupils.

## Information about the school

Crawford Village Primary School is much smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is above average. Almost all pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils who are disabled or who have special educational needs, including those supported by school action or with a statement of special educational needs, is above average. A well-above average proportion of pupils join the school at other than normal times. The school meets the current government floor standards that set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2. Children in the Early Years Foundation Stage are taught together with Key Stage 1 pupils. Pupils in Key Stage 2 are taught in two mixed-age classes for most lessons. The headteacher, who has a substantial teaching commitment in Key Stage 2, has been absent from school since February 2012. His teaching commitment is covered by another member of staff.

The school provides and manages before- and after-school care for a small number of children.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Children thrive in its caring and nurturing environment in which every pupil is known exceptionally well as an individual. Pupils’ social, moral, spiritual and cultural development is good. Pupils develop into confident, articulate and courteous young people by the time they leave. Parents and carers are very happy with the education the school provides. The school is not outstanding because not enough teaching is outstanding and achievement is good.
- Children make very rapid progress and achieve outstandingly well in the Early Years Foundation Stage and Key Stage 1. Pupils make good progress and achieve well in Key Stage 2. By the end of Year 6, attainment is consistently at least average and frequently above average. Pupils who are disabled or who have special educational needs and those pupils who join the school at other than normal times achieve well because of the effective support they receive.
- Teaching is good overall. In the Early Years Foundation Stage and Key Stage 1 it is outstanding. Teachers have good subject knowledge and form strong working relationships with their classes so that pupils develop positive attitudes to learning. However, there are a few shortcomings. For example, teaching sometimes lacks pace and occasionally too long is spent on introductions when pupils are ready and eager to be getting on with learning independently.
- Pupils’ behaviour is good both in lessons and around school. Pupils enjoy school greatly as seen in their consistently above average attendance. They say how very safe they feel in school and that they are exceptionally well cared for by the adults working with them.
- Good leadership and management, including the very supportive governing body, includes the effective use of the outcomes of accurate evaluation of the school’s effectiveness to improve the quality of teaching and underpin the positive use of performance management to drive improvement.

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

- Further raise pupils' achievement through increasing the amount of outstanding teaching in Key Stage 2 by making sure that:
  - teaching is always conducted at a fast enough pace to keep pupils fully engaged in their learning
  - pupils are always allowed to get on with learning independently as soon as they are ready
  - the quality of marking is consistent in showing pupils the progress they are making towards targets and what they need to do to improve their work
  - existing outstanding practice is used more regularly and effectively as a model of best practice.

## Main Report

### Achievement of pupils

In lessons pupils are keen to give of their best. They welcome challenge and show good levels of perseverance in solving problems. They apply themselves well. They are adept at applying their good basic skills in literacy, numeracy, and information and communication technology (ICT) across a wide range of subjects. They enjoy working independently. Occasionally, however, some pupils in Key Stage 2 spend too long listening to explanations when they are ready and eager to tackle tasks on their own and this slows progress.

Although levels of development on entry to the Early Years Foundation Stage are generally in line with age-related expectations, they vary significantly from year to year because of the very small numbers of children involved. The high proportion of pupils who join the school at other than normal times adds a further variable and, given their generally below average starting points, reduces the overall attainment profile in many Key Stage 2 classes. However, children make good progress and achieve well overall. In the Early Years Foundation Stage and Key Stage 1, pupils make excellent progress because teaching is outstanding and the curriculum provides them with a very wide range of exciting learning experiences. In Key Stage 2, pupils make good progress and achieve well to attain standards that are generally above average. Pupils who are disabled and those who have special educational needs make good progress and achieve well because of the effective and well-planned support they receive. The needs of pupils who join the school at other than normal times are identified quickly and accurately with the result that they also achieve well.

Reading, especially the teaching of is taught skilfully and with good pace in the Early Years Foundation Stage and in Key Stage 1. The teaching of phonics (letters and the sounds they make) is good. As a result, pupils make good progress, enjoy reading and achieve well. By the end of Key Stages 1 and 2, attainment in reading is above average. The overwhelming majority of questionnaires returned by parents and carers show satisfaction with the progress their children are making. The inspector agrees with this.

### Quality of teaching

Teaching is good. In the Early Years Foundation Stage and Key Stage 1 it is outstanding. Good teaching in Key Stage 2 builds effectively on the very solid foundations that are laid

lower down the school. Teaching uses assessment effectively to match tasks closely to the needs, abilities and ages of pupils. In an outstanding literacy lesson in the combined Early Years Foundation Stage and Key Stage 1 class, after a lively and clear introduction on the theme of 'Crazy Castles', pupils were split into three groups to complete three separate and appropriately challenging and engaging tasks. The pupils responded with great enjoyment and applied themselves exceptionally well showing good levels of perseverance in rising to the challenge and producing very impressive written work. Teaching makes very effective use of a team of able teaching assistants to support teaching and learning, especially for pupils who are disabled or who have special educational needs and those who join the school at other than normal times. As a result, these pupils make good progress and achieve well. Teaching has a sharp focus on learning. Pupils' progress is checked regularly during lessons and teaching is amended to make sure that pupils who might be struggling are supported effectively. Teaching promotes good levels of pupil enjoyment and involvement. However, occasionally it lacks the necessary pace to keep some pupils fully on-task the whole time. Teaching uses questioning astutely to encourage pupils to extend and justify their answers. Relationships between teachers and pupils are strong. Teachers are good role models who set high expectations. This makes a positive contribution to pupils' behaviour and their good social, moral and spiritual development.

Teachers mark pupils' written work regularly. However, the quality of their comments varies. Generally, too few comments show pupils what they need to do to improve their work and too few comments relate to the progress pupils are making towards their targets.

Parents and carers are very happy with the quality of teaching their children receive. Inspection findings confirm their view.

### **Behaviour and safety of pupils**

Nearly all parents, carers and pupils are positive about the quality of behaviour in school. All parents and carers feel that their children are very safe in school. Evidence gathered during the inspection supports these positive views. Pupils are polite and follow instructions well. Their good behaviour makes a strong contribution to the school's positive learning ethos and its well-ordered and calm environment.

From the Early Years Foundation Stage on, pupils are encouraged to take responsibility and work together. Throughout the school, they generally share resources sensibly, listen carefully to each other and understand the importance of respecting the views of others. Pupils say they have confidence in the school's systems to encourage and support good behaviour. Pupils' good moral understanding is reflected in their considerate behaviour and sense of fairness. Pupils who are disabled or who have special educational needs and those who join the school at other than normal times are treated respectfully and included fully in the life of the school. A very few parents and carers think the school does not deal effectively with bullying. The inspector looked closely into this. In discussions with pupils it became clear that they understand the nature of different forms of bullying and say it is so rare that it does not concern them. Nonetheless, they have total confidence that staff would help if necessary. School procedures for dealing with bullying and unacceptable behaviour are appropriate and records show that over time serious incidents of inappropriate conduct, including bullying of any kind, have been extremely rare.

The school has very comprehensive procedures to check on and promote attendance. As a result, and because of pupils' very positive attitudes towards school, attendance levels are

consistently above average. Punctuality to school and to lessons is consistently good. Pupils say how safe they feel in school. They talk knowledgeably about the dangers inherent in using the internet. They understand what constitute potentially dangerous situations and how to avoid and/or handle them.

Provision for the care of pupils before and after school is well-managed and takes place in a secure and safe setting. Pupils are supervised effectively. There is an appropriate range of activities and resources.

## **Leadership and management**

Good leadership and management provide the school with an effective focus on improvement and a clear vision for future development. Accurate self-evaluation informs strategic planning and highlights areas for improvement. Teamwork across the school is strong in the pursuit of improvement. Teaching and learning are monitored regularly. Professional development of staff and performance management are effective in driving up the quality of teaching and learning and consequently pupils' achievement. However, outstanding practice is not modelled systematically enough to develop further the quality of teaching and raise the proportion that is outstanding, especially in Key Stage 2. The deployment and training of teaching assistants to support teaching and learning are well managed. The impact is seen in the highly effective support they provide and the good progress made by pupils who are disabled or who have special educational needs and those who join at other than normal times. Procedures for checking on each pupil's progress are fully in place and used effectively to provide effective support when necessary. Effective procedures to fully include all pupils and provide equality of opportunity mean that all groups of pupils enjoy school and make good progress. The school tackles discrimination effectively. Pupils whose circumstances make them vulnerable are treated respectfully at all times. The governing body knows the school well and provides good support. Leaders and managers ensure that safeguarding requirements are met fully. Since the previous inspection, the good overall effectiveness of the school has been maintained and provision in the Early Years Foundation Stage and Key Stage 1 has improved significantly thus demonstrating the school's good capacity for further improvement.

Leaders and managers provide a good curriculum that includes a broad range of activities for pupils of all abilities, meets pupils' needs and prepares them well for the future. The use of thematic work in the curriculum is good and provides interesting learning opportunities for pupils to extend and develop their basic skills in literacy, numeracy and ICT. Considering the very small size of the school, there is a good range of extra-curricular activities which make a valuable contribution to pupils' good spiritual, moral, social and cultural development.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



2 May 2012

Dear Pupils

**Inspection of Crawford Village Primary School, Skelmersdale, WN8 9QP**

Thank you for welcoming me so warmly when I came to inspect your school recently.

You go to a good school that takes very good care of you. You get on well with the adults working with you and with each other. You obviously enjoy school and this is seen in your above average attendance – well done! You work hard in lessons and behave well. You all make good progress in your learning and are well prepared for future success by the time you leave.

The teaching you receive is good overall. In the Early Years Foundation Stage and Key Stage 1 it is outstanding. In order to help you make even faster progress I am asking your school to provide more outstanding lessons, especially in Key Stage 2, by making sure that:

- lessons are always conducted at a fast enough pace to keep you really interested
- you are always allowed to get on with learning on your own as soon as you are ready
- marking always shows you how well you are making progress towards your targets and what you need to do to improve your work
- staff share their ideas on what makes lessons really good.

I am confident that you will continue to work hard to help your school continue to improve in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall  
Lead inspector

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