

Crudgington Primary School

School Lane, Crudgington, Telford, TF6 6JF

Inspection dates

31 October – 1 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is well led and managed.
- The headteacher is an effective leader. He has successfully led work to improve the school following the previous inspection.
- Pupils' progress in all age groups has improved over the past two years. This has resulted in above average standards at the end of Key Stage 2.
- Leaders, managers and the governing body ensure that teaching and learning are good in all classes.
- Teachers have high expectations of pupils and teach lessons that help them to learn well.
- Attendance is above average.
- Pupils' behaviour and attitudes are good and they say they feel safe. This good behaviour contributes strongly to good learning in lessons.
- Pupils receive a good variety of exciting additional activities and experiences throughout the year. These include visits, residential stays and visitors to the school.
- Children make a good start in the Early Years Foundation Stage because of good teaching and the high quality of care.
- The school accurately evaluates how well it is doing and what needs to be done next to improve.

It is not yet an outstanding school because

- Teachers do not always ensure that lessons proceed at a good pace and that pupils of different ages and abilities have sufficiently demanding work. This means that some pupils are not making the best possible progress.
- There are not enough opportunities or appropriate resources for children in the Reception class to freely access learning activities in the outdoor area. This hinders the development of their independent learning skills.

Information about this inspection

- The inspector observed eight lessons, of which three were joint observations with the headteacher.
- Meetings and discussions were held with representatives of the governing body, members of staff, a representative of the local authority and groups of pupils.
- There were 37 responses to the online questionnaire (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools.
- The proportion of pupils known to be eligible for the pupil premium, the additional funds provided by the government, is below the national average.
- An above-average proportion of pupils join the school at other than the normal time, mid-year and mid-key stage.
- Pupils are taught in four mixed-aged classes.
- The proportion of pupils from minority ethnic groups is well below average and only a very small proportion of pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average, and particularly high in some year groups.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the overall quality and consistency of teaching in the school by ensuring:
 - all lessons proceed at a brisk pace
 - there is an appropriate level of challenge for all age and ability groups within each mixed-aged class.
- Improve the planning, resources and children's access to the outdoor environment in the Early Years Foundation Stage in order to better develop their independent learning skills.

Inspection judgements

The achievement of pupils is good

- Children's skills and experiences on entry to the school in the Reception class vary considerably from year to year, but are broadly in line with that typically found for this age group.
- Good teaching leads to good progress throughout the school. Children get off to a good start in the Early Years Foundation Stage and make good progress in the Reception class.
- Pupils across the range of year groups and abilities achieve well. Work in pupils' books and the quality of learning in lessons observed confirm this good progress. Achievement is not yet outstanding because, in a small minority of lessons, teachers do not ensure that the work set always helps all pupils to learn as much as possible and, occasionally, after a brisk start to the lesson, teachers allow the pace of learning to slow.
- The school's results in the Year 6 national tests for the last two years have been above average and school data and pupils' work seen during the inspection confirm that in the current Year 6, attainment is again above average.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensure that work is set at the right level for them and that they make small but progressive steps in learning.
- Pupils eligible for the pupil premium make equally as good progress as others due to the good use of the funding the school receives to provide additional support. Pupils who join the school other than at the start of the Reception benefit from good individual support so that they quickly catch up with their classmates. Pupils from minority ethnic heritages and those for whom English is an additional language make equally good progress.
- Pupils make good progress in developing reading skills. This starts by teaching younger pupils to read by linking letters to the sounds they make. The teaching of reading continues throughout all age groups, and the older pupils read fluently and with good understanding of their texts.

The quality of teaching is good

- Consistently good teaching enables pupils of all backgrounds and abilities to learn successfully, make good progress and achieve well. In one good numeracy lesson in Years 3 and 4, pupils were learning about the properties of triangles. The teacher set a very good pace, which was maintained throughout the lesson. Subject vocabulary was constantly reinforced and activities were changed frequently. The teacher used questioning skills very effectively to gauge and guide pupils' learning. This motivated and inspired pupils well so that enjoyment and learning were good throughout.
- Lessons are well planned with clear learning goals that are shared with pupils. Good use is made of resources, including technology, to motivate pupils and enhance their learning. Marking in the core subjects of English and mathematics is regular and the recently introduced whole-school colour-coded marking system typically gives pupils good guidance about how to improve.
- Strategies for managing pupils' behaviour are very effective so that lessons are calm and purposeful. Pupils work hard without the need for constant adult intervention.

- Teachers plan lessons and subjects with imaginative activities that excite and interest pupils. Good links are made between different subjects and to previous learning. This promotes pupils' confidence and enjoyment in learning, as well as their spiritual and cultural development.
- Teaching and planning in the Early Years Foundation Stage is good. Children make good progress in all the areas of learning, although provision for children to develop their independent learning skills is currently limited by resources and planning for free access to the outdoor classroom.
- Teachers have a clear focus on teaching pupils to read. Daily phonics sessions and regular guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- Teaching is not yet outstanding overall. In most cases, pupils who need extra help are supported well and those who find learning easy are given more demanding tasks. However, in a small minority of lessons, pupils of widely varying age and ability spent too much time working on the same activity and the pace of learning slowed after a brisk start to the lesson.
- Each pupil's progress in reading, writing and mathematics is rigorously checked and tracked as they move through the school. Half-termly meetings about pupils' progress are held to discuss the information gained. These ensure that teachers have a good understanding of how well pupils are doing and the action they should take to support and help them to reach their challenging targets.

The behaviour and safety of pupils are good

- Behaviour, both in lessons and around the school, is typically good and a major factor in the good progress pupils make in lessons. The school has an effective system of rewards and sanctions which ensures that any poor behaviour is dealt with effectively and promptly.
- Pupils say learning is fun and they are enthusiastic about their education. They have a firm understanding of different types of bullying, including that which might be encountered through internet sites.
- Pupils say they enjoy coming to school and this is demonstrated in their consistently high levels of attendance. Year 6 pupils said they will be sorry to leave the school in the summer.
- Pupils understand the need for healthy lifestyles and exercise. They have a good understanding of how to keep safe, and say that they are confident that any issues they raise will be dealt with promptly. Through the school council, pupils demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupil' spiritual, moral, social and cultural development is good. They are curious about the world around them and enthusiastically embrace new experiences, such as the recent Bollywood Dancing project. Pupils filmed and edited a documentary about their learning experience which was shown at a local cinema at the end of the whole-school 'Oscars' topic.

The leadership and management are good

- The headteacher provides strong leadership. Staff are well motivated and demonstrate a shared

sense of responsibility and commitment to improving the school. Issues from the previous inspection have been tackled successfully and school self-evaluation has identified appropriate areas for further development.

- Strategies to improve the quality of teaching across the school have proved successful and senior leaders are working to improve it further. The school has ensured that progression through the pay scales and teachers' performance are directly linked. All teachers are involved in the half-termly procedures to check on and track individual pupils' progress in reading, writing and arithmetic. As a consequence, they know how well pupils are doing and how to support individuals further.
- Although the Early Years Foundation Stage classroom has a spacious and secure outdoor area, directly accessible from the classroom, it is not currently being used to its best advantage. The current arrangements do not provide children with sufficient opportunities to select activities for themselves in the outdoor classroom. This hampers the development of their independent learning skills.
- Teaching programmes ensure pupils have a suitable balance of interesting activities. The recent strong focus on supporting literacy and numeracy across all subjects, integrated with the 'creative curriculum', has had a positive impact on pupils' progress, enthusiasm and ability to learn and work on their own.
- The small size of the school ensures that all pupils and families are known very well by staff. All pupils and families are equally welcomed, and the school works hard and successfully to develop good relationships with parents and carers, as evidenced in the extremely positive response on the 'Parent View' website.
- Fully supported and monitored by the governing body, the school has made effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps eligible pupils to achieve as well as their friends.
- Local authority support has been helpful to the school. For example, the local authority supported the school in improving the quality of teaching through joint lessons observations, participation in 'learning walks' and reviews of pupils' work.
- **The governance of the school:**
 - The governing body provides strong support and challenge for leaders and managers to ensure that the school improves and moves forwards. It checks that safeguarding is secure and has overseen the arrangements for the use of the pupil premium funding and the arrangements for relating teachers' performance to pay effectively. It is a fully active partner in the school's self-evaluation, monitoring and improvement planning processes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils’ needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school’s leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123362
Local authority	Telford and Wrekin
Inspection number	406157

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	111
Appropriate authority	The governing body
Chair	Helen Hudson
Headteacher	Andrew Denton
Date of previous school inspection	9 December 2010
Telephone number	01952 386910
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Email address	a2038@telford.gov.uk

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