

Crockerne Church of England Primary School

Westward Drive, Pill, Bristol, North Somerset, BS20 0JP

Inspection dates 10–11 July 2013

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

- Achievement for all groups of pupils is good. Children's levels of skills and knowledge on entry to the school are below what is expected for their age. All groups of pupils, regardless of age or ability, make good or better progress; so that by the time pupils reach Year 6, standards are at least in line with national averages.
- The co-headteachers have established a strong and effective partnership uniting the school in the drive for school improvement. As a result, there have been significant improvements in teaching and pupils' achievement since the last inspection.
- Pupils have good attitudes to learning. Their behaviour is good. They are enthusiastic about their learning and engage well with the good curriculum offered.
- Senior leaders and governors are very clear about the school's strengths. They are effective in tackling any areas of weakness that may arise. They rigorously monitor the quality of teaching to ensure learning is reinforced and, consequently, teaching is consistently good and occasionally outstanding.
- Teachers and teaching assistants work well in partnership to support all pupils, particularly disabled pupils and those with special educational needs. As a result, they grow in confidence and experience success.
- Parents and carers are very positive about the school and the efforts made to offer additional support for their children's learning.
- Pupils are happy at school and feel safe.

It is not yet an outstanding school because

- There is not enough outstanding teaching, teachers do not always model to clarify learning and pupils of different abilities are not always challenged during lessons.
- Although pupils make accelerated progress and attainment is improving rapidly the proportions of pupils exceeding national averages are still not high enough.

Information about this inspection

- The inspectors observed 22 lessons and visited all classrooms. Both co-headteachers undertook joint observations with inspectors in the vast majority of lessons. A learning walk to explore the quality of curriculum offered was also carried out jointly. The teaching of phonics (letters and their sounds) was also observed in a number of settings, including whole class and groups.
- The majority of pupils from Year 6 and two members of staff were on a residential visit.
- A class assembly and four sessions of circle time, including prayer, were observed.
- Pupils' behaviour was observed on the playground, around the school, in classes and informally.
- Pupils' work in books was scrutinised during lessons and by sampling books.
- Groups of pupils from Year 2, Year 5 and Year 6 were heard read.
- The opinions of pupils about their school and their learning were gathered in formal and informal settings.
- Meetings were held with the headteacher, governors and middle leaders.
- The lead inspector gathered the views of a representative from the local authority by telephone.
- School documentation, including reports to governors and parents and carers, individual education plans for pupils with special educational needs, tracking data, questionnaires and monitoring data, behavioural and safeguarding folders and logs, was scrutinised.
- Questionnaires from school staff were collected and analysed and the views of 72 parents and carers on Parent View, together with separate written comments, were taken into account.

Inspection team

Marianne Phillips, Lead inspector

Additional inspector

Colin Lee

Additional inspector

Heather Barraclough

Additional inspector

Full report

Information about this school

- Crockerne Church of England Primary is a larger-than-average-sized primary school.
- A very large majority of pupils are of White British heritage.
- The Early Years Foundation Stage is made up of a Nursery and two Reception classes. Attendance at the Nursery for the majority of children is part time. The school also runs a breakfast and after-school club.
- There is a children's centre on site, which is managed by North Somerset Council.
- The proportion of pupils from minority ethnic backgrounds is increasing slowly, but is well below the national average. There are very few pupils whose first language is not English.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The number of pupils known to be eligible for free school meals and pupil premium funding is below average, but numbers have increased over the past two years.
- 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 proportion of pupils exceeding the national averages in reading, writing and mathematics across the school
- Raise the quality of teaching to outstanding so that pupils' achievement is outstanding, by ensuring:
 - teachers demonstrate to pupils to clarify learning
 - pupils of different abilities are consistently challenged in all phases of the lesson

Inspection judgements

The achievement of pupils

is good

- Pupils' achievement is good overall. The skills and knowledge of children when they enter the school are below, and for many well below, expectations for their ages, particularly in literacy and numeracy development. Current data show that pupils in all year groups make good progress in reading, writing and mathematics, whatever their background and regardless of their ability. As a result, the gap in achievement is closing and pupils, by the time they leave Year 2, are broadly in line with the national average. Progress by the time pupils leave Year 6 is sustained so that outcomes are at least in line with the national average, although there is slightly stronger performance in mathematics than English.
- The school has focused upon improving achievement in pupils' skills in using letters and sounds to improve their spelling and knowledge of phonics. Following the disappointing results in the Year 1 phonics screening check in 2012, initiatives such as the 'five minute box', which is a multi-sensory way of teaching phonics, has resulted in improved outcomes in the Year 1 phonics check in 2013, with the large majority of pupils reaching the standard.
- All groups of pupils, including disabled pupils and those with special educational needs, have made good progress since joining the school and are supported well through the close and effective partnership between teachers and teaching assistants. These pupils display confidence and enthusiasm in all aspects of their daily school work, particularly in reading, writing and mathematics.
- Since the previous inspection, in 2011, opportunities for sustained writing in English have been a focus for improvement across all year groups. The Big Write initiative has been particularly successful in building pupils' confidence and skills as writers, and book scrutinies show that this has had significant impact upon the quantity and quality of writing produced by pupils.
- Current data also show that pupils known to be eligible for free school meals, who benefit from additional adult support in lessons and in small groups, make progress that is as good as others in the school in both English and mathematics. In the national tests, in 2012, these pupils were 14 months behind other pupils in English and 10 months in mathematics. Any gaps between the performance of those eligible for free school meals and their classmates are now narrowing as the result of good support.
- Most pupils enjoy reading, and the school encourages them to read widely and often. Some receive additional support from the school to improve their reading, through attendance at the twice weekly reading club. On these evenings three teachers hear targeted pupils read and this has helped to raise their self-esteem and improve their reading skills. Parents and carers are very positive about the school and the way it supports their children. Without exception, all parents would recommend the school to others.
- Pupils are very positive about their school. They enjoy all aspects of school life, are encouraged to develop as independent learners and are very proud of their achievements.

The quality of teaching

is good

- Teaching is consistently good. Teachers have high expectations and plan to provide learning opportunities for all groups of pupils, matched to their ability.
- The co-headteachers and other school leaders rigorously monitor the quality of teaching and learning, and this has been effective in driving the improvement in teaching across the school.
- The Big Write initiative has been a school-wide drive to build consistency and quality in the way writing is taught to develop pupils of all abilities as effective writers. In marking, 'tickled pink' and 'green for growth' are beginning to build consistency and quality in the way pupils are guided in their next steps in the learning process. Sometimes, pupils do not understand how to do the work because not all teachers demonstrate different ways pupils may approach the activity so pupils are clear about what they are going to do before they work by themselves.

Time challenges are used well in the best lessons to inject pace and build momentum.

- Teaching has improved steadily over the past two years. Training to build teachers' expertise and skill and the learning culture, created by the co-headteachers, encourages teachers to share good practice through coaching and mentoring approaches. Teachers use questioning frequently to guide learning, but the style used on occasion is closed. It does not challenge pupils and limits the ways pupils can explain and respond by applying the language they are learning. Most teachers check on pupils' understanding and adapt their teaching, as a result, to ensure all groups of pupils understand and progress throughout lessons. However, there are occasions where progress for some pupils slows as some teachers do not consistently challenge all pupils throughout lessons.
- The partnership between teachers and teaching assistants is good. This ensures that teaching assistants effectively support the learning of all pupils, but particularly disabled pupils and those with special educational needs.
- Pupil premium funding is used very well to provide adult support and resources that target learning needs, helping pupils to make rapid and accelerated progress in their learning.
- Teachers display a good level of subject knowledge and expertise and confirm that performance management targets and professional development offered by the school is supporting and developing their skills.
- The teaching of phonics is an area that has improved over the year. The focus upon building pupils' skills in using letters and sounds to improve the accuracy of their spelling is emphasised across the school, but the quality of teaching is not consistently effective.
- Pupils' spiritual, moral, social and cultural development is good. Assemblies are organised by individual classes, across a key stage or for the whole school. Circle time settings provide further opportunities for pupils to reflect and discuss many topics that are personal and sensitive to them. The curriculum successfully supports the development of spiritual, moral, social and cultural development to celebrate, through music and song and performances such as 'Oliver', as well as opportunities for pupils to reflect and grow spiritually and to develop as caring young citizens.

The behaviour and safety of pupils is good

- Behaviour is predominantly good and occasionally outstanding. Pupils are articulate, confident and enthusiastic about their school and keen to share their views. They display very good manners toward each other and adults and are well prepared for the next stage in their education. Improving manners has been a focus over the past year through the 'manners tree' initiative, which has been very effective. Pupils open doors for visitors and greet them politely. They are very successfully encouraged to be responsible and to take initiative in developing as independent learners in their lessons through the learning challenges they experience.
- The vast majority have very good attitudes to learning and work well in partnership with the adults who teach them. Behaviour is not outstanding as sometimes pupils display more passivity in their behaviour because adults do not maintain pupils' enjoyment and focus, engaging them actively with the learning.
- Pupils say they feel safe and all say there is no bullying in their school. As one child shared, 'Behaviour is not perfect, but it is good.' Pupils are knowledgeable about the types of bullying including physical, emotional and cyber. They say that teachers and adults in the school resolve any issues quickly. Teachers and teaching assistants are developing a high level of skill in managing extreme behaviours, sometimes displayed by disabled pupils and those with special educational needs. The inclusive, positive approaches encouraged by the school, when used consistently, ensure classrooms remain calm and purposeful places for pupils to learn.
- Relationships in school are good. Behaviour in all aspects of school life, including in the well-run breakfast and after-school clubs, is always at least good. In lessons, assemblies and structured settings or on the playground, in social groupings chosen by the pupils, behaviour is respectful and mature. The school environment offers space and variety and the pupils use it positively to

support the way they play. The learning mentor has worked effectively over the past year with pupils to promote a range of initiatives, such as playground buddies, to promote positive play. The school is effective in promoting positive relationships and ensuring there is no discrimination.

- Attendance is just below the national average, the school works diligently with families to ensure pupils attend regularly and persistent absence is reduced. This has been effective and there have been marked improvements in attendance for some pupils. Praise, regular celebration and the reward of having 100% attendance are having an impact upon improving attendance.

The leadership and management is good

- The co-headteachers form a strong leadership partnership. Each has different strengths, which when harnessed together provide very effective leadership.
- The clear focus upon learning has raised the quality of teaching, through careful monitoring, professional development embedded in practice, challenging performance management targets and targeted funding. An example of this is the use of pupil premium funding to improve the outcomes for pupils known to be eligible for free school meals.
- These, and other whole-school systems and structures that track performance and guide learning, underpin school improvement and empower staff to take on leadership roles. The curriculum leadership teams are examples of this. The inspectors met with these leaders and their knowledge, passion and commitment to raising standards were evident. The training to build skill and adult expertise has been effective and staff confirm this helps them to fulfil their roles and drive up pupil performance.
- Safeguarding procedures are fully in place and the inclusive approaches ensure equal opportunity for all pupils regardless of faith, background or ability.
- The curriculum is broad and balanced. It is regularly reviewed to ensure it provides rich and varied opportunities for pupils to be challenged and enriched by the first hand experiences they share. Effective planning, that creatively links subjects to make learning meaningful and fun, ensures good opportunities across the curriculum for pupils to apply their literacy and numeracy skills. Spiritual, moral, social and cultural development of pupils is good.
- Since the last inspection there has been networking with other schools, support of external consultants and the local authority and this has helped the school to sharpen its focus and raise the skill levels of staff. The local authority acknowledges the improvements that have been made and its support is now light touch.
- The school has good capacity to improve. The improvement in the quality of teaching, together with the on-going emphasis upon raising standards in learning, is enabling all pupils from all ability groups to progress rapidly and achieve well.
- **The governance of the school:**
 - The governing body is very knowledgeable about the school's strengths and weaknesses. The governors have an accurate understanding of the quality of teaching and are balanced in their challenge and support of the co-headteachers in the drive to eliminate weaknesses and build upon the strengths in teaching. They are accurate in their evaluation of the school's performance in relation to other schools locally and nationally.
 - The governing body is well structured and actively engaged in monitoring the quality of provision, particularly in relation to the use and impact of pupil premium funding.
 - The governors take their statutory responsibilities very seriously, especially through the objectives set for the headteacher's performance management; also in the way in which staff performance and the achievement of pupils of all abilities are evaluated and related to their progress through the salary scales.

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	131120
Local authority	North Somerset
Inspection number	400137
Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Elspeth Davis
Headteacher	Lara Furmidge and Geeta Verrell (Co-headteachers)
Date of previous school inspection	23–24 March 2011
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