

Crawford's Church of England Voluntary Controlled Primary School

Green Road, Haughley, Stowmarket, IP14 3QZ

Inspection dates 18–19 September 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Recent improvements in the quality of teaching have not been in place long enough to bring about good progress and achievement over time. In some lessons, pupils do not settle quickly enough to their work because teachers talk for too long.
- Pupils' achievement is not good. Attainment in reading, writing and mathematics is not as high as it could be. Pupils' progress has been too variable because the quality of teaching has not been good enough.
- The school's evaluations of its performance, and some subject improvement plans, do not focus sharply enough on pupils' progress and attainment.
- Some pupils do not pay attention or concentrate as well as they should.

The school has the following strengths

- The quality of teaching is improving. This is because teaching is more rigorously monitored. Teachers receive accurate feedback on how well they are doing and good support and professional development.
- Progress in lessons is now mostly good.
- The headteachers' vision for improvement is widely shared by staff, governors and pupils. All are fully committed and eager to work hard and raise achievement.
- Recent changes to the way different subjects are taught are proving a source of enthusiasm, enjoyment and motivation for pupils and staff.

Information about this inspection

- The inspector observed six lessons or part-lessons, three of which were seen jointly with the headteacher. All teachers were observed.
- Meetings were held with the school council, two members of the governing body, the headteacher, the special educational needs coordinator and two subject leaders. The inspector also spoke with a representative from the local authority.
- The inspector spoke informally to pupils on the playground, in the dining hall and around the school. He listened to pupils read and talked to them about their books.
- The inspector took account of the 10 responses to the online questionnaire (Parent View) during the inspection and spoke to parents at the end of the day.
- The inspector observed the school's work and looked at a range of documents, including the school's own information on pupils' achievement, documents relating to safeguarding and staff training, and records of governing body meetings and those relating to the performance management of staff. He also scrutinised the school's self-evaluation and improvement planning.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Robert Lovett, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- Crawford's Primary School is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported through the pupil premium is below average. This is additional funding for specific groups of pupils such as those known to be eligible for free school meals and children in local authority care.
- The headteacher joined the school in September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring pupils are always active learners and that teachers do not talk for too long
 - making sure that all pupils are fully engaged and absorbed right from the start of lessons
 - checking that pupils always respond to teachers' marking and feedback
 - making reference to pupils' targets for improvement at the beginning of lessons so that pupils know how teaching will help them to improve.
- Improve leadership and management by:
 - focusing self-evaluation and performance management more sharply on pupils' achievement across the school
 - enhancing the expertise of newly appointed subject leaders by providing appropriate professional development
 - carefully monitoring the impact of changes to the way different subjects are taught so that the impact on pupils' progress is clear.
- Raise achievement by:
 - ensuring that the new curriculum is engaging, exciting and motivates pupils to learn
 - strengthening the partnership with parents
 - using opportunities in all subjects to increase pupils' understanding of how phonics (letters and the sounds they make) can help them read unfamiliar words
 - strengthening the use of English and mathematics skills in other subjects.

Inspection judgements

The achievement of pupils requires improvement

- Achievement is not good because the proportion of pupils exceeding the progress they should is not consistently above average. Pupils' attainment and progress varies too much from year to year.
- The number of children joining Reception each year is small. They come with differing levels of skills and knowledge but most enter at about the level one would expect. Most make the progress they should during their time in the Reception class and join Year 1 ready to tackle a more structured curriculum.
- In 2012, the proportion of Year 1 pupils achieving at the expected level in the phonics screening check was close to average. The most recent screening check for phonics indicates that pupils have done less well in 2012 and more are reading at below the expected level for their age.
- At the end of Year 2, attainment has varied over three years but is broadly average overall. In 2012, attainment rose strongly. It was significantly above average overall and in reading. The most recent data indicates that attainment is likely to have fallen and is broadly average in reading, writing and mathematics, with pupils doing least well in writing.
- While pupils in Year 4 usually make the progress expected of them, those who left the school in 2013 made the progress they should in reading but less than progress than they should in writing and mathematics.
- Achievement for the most able pupils varies. In 2012, the proportion attaining at a higher level than expected at the end of Year 2 was above average. In 2013, the proportion reaching the higher levels fell, particularly in writing.
- Pupils supported through the pupil premium do particularly well. Because of the well-targeted support they receive, they often make better progress than their classmates. The attainment of these pupils in reading, writing and mathematics is above that of similar pupils nationally, and is similar to, or better than their classmates.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. They do not fall behind because their particular needs are identified and met, but their progress is not consistently good.
- Because of recent improvements in the quality of teaching, pupils' progress in lessons seen during the inspection was good. The best teaching grabs pupils' interest and enthusiasm from the start and has high expectations of what they can achieve. In a lesson where teaching was good, all pupils made good progress. They were very enthusiastic when describing exactly how their magic Hoover would work. This was, in part, because they had had a say in what they were to write about but also because of the teacher's high and explicit expectations.

The quality of teaching requires improvement

- Although teaching seen during the inspection in all key stages was good, and none was inadequate, teaching requires further improvement because the improvements seen are too recent to bring about good progress or consistently positive attitudes to learning.

- Sometimes, teachers talk for a long time at the start of a lesson. This means that teaching gets off to a slower start than it should and, as a result, not all pupils are fully engaged from the start.
- Marking, which was an area for improvement from the last inspection, has improved. However, pupils do not always follow-up on suggestions or comments and teachers do not routinely check that pupils have done as asked.
- Teachers consistently refer to the learning objectives at the start of lessons so that pupils know what they are expected to learn. They do not always link this to pupils' individual or whole-class targets so that pupils are clear about how the work they are doing will help them make progress against these. Sometimes, when targets are used, they are too complex and not expressed in words that are easy for pupils to understand.
- When phonics is taught effectively, learning has good pace and adults check carefully on how well all pupils are doing. In a good lesson, pupils joined in enthusiastically, sounding out letter blends well and building sounds into whole words. Not all pupils yet apply these skills beyond phonics sessions when reading aloud.
- Pupils work well together. They are able to discuss and explain what they are doing. In a lesson where the teaching of numeracy was good, pupils talked about how to place different objects and numbers into sets using Venn diagrams. Because the work was pitched just right so that it provided appropriate challenge to all pupils they did not always get it right first time. However, even where they had got it wrong, pupils had a sensible rationale for their decisions. Following some very effective support from adults and discussions of alternative ways of sorting, pupils were able to change strategies and use the Venn diagrams correctly.

The behaviour and safety of pupils

requires improvement

- One of the first things that pupils said was that behaviour has improved. Classrooms are calm, the playground is an enjoyable place to be and the ethos and atmosphere of the school are good. However, some pupils do not settle quickly at the start of lessons or sustain their concentration as well as they should.
- Work is underway to strengthen pupils' attitudes to learning. Pupils are very pleased to have been consulted about their learning and the new curriculum, and say this has motivated them to do better. They are looking forward to building on this in the future and helping teachers select topics which will excite and inspire them.
- Parents and staff are overwhelmingly positive about pupils' behaviour. All of the parents spoken to and those who responded to the online survey say their child feels safe.
- Pupils say they feel safe and secure. They know about e-safety and how to keep themselves safe online. Pupils say that name-calling or bullying of any kind is rare but are confident that staff would sort it out. Whole-school strategies for ensuring good behaviour are now more consistent so that everyone is doing the same thing and pupils are clear about what the school expects of them.
- Pupils enjoy games and sports and relish the after-school clubs, such as tag rugby, which help them hone their skills and contribute to their ability to work as a team.

- Pupils are polite, friendly and welcoming. During a thought-provoking whole-school assembly on the theme of 'thankfulness', pupils watched, listened and sang well. They entered and left the hall sensibly and quietly. Their spiritual, moral, social and cultural development is well promoted. There are good links with the parish church.
- Attendance is broadly average.

The leadership and management requires improvement

- At the time of the inspection, the headteacher had been in post for 19 days. She is already beginning to have a positive impact on the life of the school. Her hard work and commitment are recognised by teachers and governors, and her vision for school improvement through exciting and innovative teaching is widely shared and enthusiastically endorsed. Teachers say the school is already much more cohesive, with all adults working together as a team. One member of staff described her as 'inspiring' and another as having made 'fantastic changes'. All staff who responded to the questionnaire say that they are proud to work at the school and all say the school is well led and managed. However, leadership and management are not yet good because recent improvements in the quality of teaching have not had time to make an impact on pupils' achievement.
- Many subject leaders are new to their roles. They require time and professional development to improve their understanding of their responsibilities and their strategic role within the school.
- School self-evaluation is generally accurate but is not sufficiently detailed or analytical about how well pupils are doing. Some improvement planning is not sufficiently explicit about how the actions undertaken will impact on pupils' achievement or how this will be measured.
- Parents are very supportive, and all would recommend the school. Some say they would welcome more information and a stronger partnership between home and school. The headteacher has already started to address this by ensuring that parents have a chance to hear about new ways of learning, and the launch of a new, easier-to-navigate school website. The school is eager to work more closely with parents and the wider community and place the school more fully at the heart of the village.
- The school has not yet received the additional funding for school sports but has plans in place to enhance the work of the school sports partnership which already works in the school. This involves joint working between a sports coach and teachers so that improvements in the teaching of physical education will be sustainable. The newly appointed subject leader for physical education has already begun to strengthen sporting relationships with neighbouring schools.
- The local authority has supported the school through a period of staff absence and changing leadership. It has helped to improve the quality of teaching and has provided advice to enable teachers who were underperforming to become good. It has brokered support for the leadership and management of the school prior to the appointment of the current headteacher. The school values the support and rapid response from some local authority colleagues, such as those in human resources. The headteacher has valued early support from the school's performance adviser. Governors would welcome a strengthening of the relationship between the school and the local authority and greater professional challenge and accountability.

■ **The governance of the school:**

- The governing body provides effective support and challenge. As the quality of information about pupils' progress improves, they are increasingly well placed to hold the school more fully to account for pupils' progress. They have taken full advantage of training opportunities provided through the local authority and have recently updated their knowledge of financial management, the use of achievement data and child protection. They have an appropriate committee structure, and a clear and accurate view of the school's strengths and weaknesses. Governors have correctly identified where pupils could be doing better and are determined to address it through rigorous performance management which rewards good teaching. At present, some performance management targets are not sharp enough in respect of measurable outcomes for pupils. Governors know how different well groups of pupils are doing, including the most able and those supported through the pupil premium. The Chair of the Governing Body is knowledgeable and experienced. All statutory requirements with regard to safeguarding and child protection are met.

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	124733
Local authority	Suffolk
Inspection number	425300

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	Caroline Robinson
Headteacher	Emma Jones
Date of previous school inspection	3 February 2012
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