

Crawley Down Village C of E Primary

Hophurst Drive, Crawley Down, Crawley, RH10 4XA

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well from their different starting points, and by the end of Year 6 they make good progress in reading, writing and mathematics.
- Over time, pupils' attainment is rising and, by the time pupils leave the school, standards are well above those expected for their age in mathematics and reading.
- Teaching is typically good and has continued to improve since the previous inspection. During lessons teachers skilfully question pupils to deepen their understanding and carefully check the progress that pupils are making.
- Reading is taught well within the school; pupils read often and are well supported.
- Staff and governors carefully monitor how well the school is doing and are united in their ambition to make the school outstanding.
- Senior leaders have improved the quality of teaching and set higher expectations of what pupils can achieve. As a result, pupils are now achieving better than in the past.
- Behaviour is outstanding in lessons and at playtimes. Attitudes to learning are excellent. Pupils enjoy school and there are rigorous systems in place to make them feel safe. Strong and trusting relationships underpin pupils' enjoyment of learning and parents are very appreciative of this.

It is not yet an outstanding school because

- A small proportion of pupils do not attain the highest levels of which they are capable in writing by the end of Key Stage 2.
- Teachers do not consistently plan for, and challenge, the most able pupils in lessons, particularly in writing.
- Whilst the quality of written advice given to pupils in their books is good, the pupils are not given enough opportunities to respond directly to the advice given.

Information about this inspection

- Inspectors observed teaching in all classes. They visited 18 lessons or part lessons, two of which were joint observations with the headteacher.
- The inspection team held meetings with the Chair of the Governing Body, two other members of the governing body, staff and a representative of the local authority.
- Inspectors met with a representative group of pupils and heard pupils read in Year 2, Year 3 and Year 5. They also observed work in children’s books.
- The inspection team observed other work of the school including the plans for further development, the school’s own self-evaluation, attendance records and minutes from governing body meetings, assessment records and the school’s own monitoring of the progress that pupils are currently making.
- Inspectors took account of the 75 responses to Ofsted’s online questionnaire (Parent View) and also considered the 35 responses to the staff questionnaire.

Inspection team

Gianni Bianchi, Lead inspector

Additional Inspector

Crystal Gail Robertson

Additional Inspector

Robin Gaff

Additional Inspector

Full report

Information about this school

- The school is a larger-than-average-sized primary school.
- It has provision for Early Years Foundation Stage children in two Reception classes. There are three mixed Year 1/2 classes, three mixed Year 3/4 classes and three mixed Year 5/6 classes.
- Most pupils are of White British heritage, with a number of other ethnic backgrounds represented in low numbers. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average, as is the proportion of pupils who are supported through school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium provides additional funding for children in the care of the local authority, children of parents serving in the armed forces and pupils known to be eligible for free school meals.)
- The school meets the government's current floor standards, which set the minimum expectations for the pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding and improve attainment in writing by:
 - making sure teachers plan and provide work that is challenging for all pupils, particularly the most able in writing
 - ensuring that marking not only identifies clear steps for improvement but pupils are routinely given time in lessons to respond to teachers' comments
 - building on existing strengths in teaching in the school as a model to share best practice.

Inspection judgements

The achievement of pupils is good

- On entry to the Reception classes, children's skills are similar to the levels expected for their age, except in reading and writing where they are sometimes lower. Good teaching and well-established routines help children settle quickly to school and make good progress in their learning. For example, as soon as the register has been taken children are ready and willing to start their work, whether following their own ideas or working in groups with adults.
- Pupils in Years 1 to 6 build on this good progress, and provisional data from the 2013 national tests show that by the time they leave school pupils made above average progress in reading, writing and mathematics. Current data show that pupils presently in the school are making similarly good progress.
- Due to a strong focus on improving the quality of teaching, pupils' attainment in reading, writing and mathematics is rising faster than in the past. Although results in writing do not quite match the higher levels reached in mathematics and reading, good teaching and good support for pupils' personal development mean that pupils are able to apply their literacy and mathematics skills in a variety of contexts and, as a result, are well prepared for secondary education.
- Occasionally teachers miss chances to stretch the most able pupils, particularly in writing, and as a result a few do not reach the highest levels of which they are capable.
- Phonics (the sounds that letters make) is taught well and has been effective in ensuring two thirds of Year 1 pupils taking the phonics screening check met nationally expected levels.
- Pupils enjoy reading and are well supported at school by teachers and support staff. In a good reading lesson, the teacher asked the Year 1 pupils in her group to use their 'magic finger' to follow the words on the page.
- Year 6 pupils eligible for the pupil premium did not do as well as other pupils in the school in the 2012 end of year tests. Results showed that they were more than one whole National Curriculum level behind in both mathematics and English. However, provisional 2013 data shows a much improved picture, with pupils attaining similar levels to those of their peers. The school uses the pupil premium funding well to provide additional support for pupils who need it.
- Disabled pupils and those with special educational needs achieve at least as well as other pupils in the school and as well as their peers nationally. They make good progress because of early identification of pupils' specific needs and good quality planned intervention to tackle their needs.
- The few pupils who speak English as an additional language achieve well because the school directly supports their learning in lessons through effective use of support staff.

The quality of teaching is good

- Teaching across the curriculum is typically good and some lessons seen during the inspection were outstanding. Under the guidance of good leadership, teachers and teaching assistants have worked hard to continue improving their practice since the previous inspection.
- Teachers consistently demonstrate positive features outlined in the nationally agreed Teachers' Standards. The vast majority of parents who made their views known on Parent View, along with the pupils, are positive about the quality of teaching. One Year 2 pupil commented, 'I think that this is a good school because we do lots of learning.'
- Questioning is used effectively to ensure pupils have opportunities to contribute to class discussions and extend their thinking and understanding. Teachers regularly check the progress pupils are making during lessons and, where necessary, confidently modify learning activities to enable all groups to make good progress. In an outstanding Year 5/6 writing lesson where the children were using persuasive language, the teacher and pupils persevered through a task together. One child told the inspector, 'Our teachers help us learn from our mistakes.'

- In the best taught lessons the learning is fun, interesting and purposeful. For example, in a Year 3/4 mathematics lesson the pupils were animated as they explained how they had to scale down a dragon so that it could be drawn on a piece of paper and posted to Doctor Drago. Pupils made good progress because they enjoyed the task.
- In most lessons the pace of learning is brisk and teachers make good use of interactive whiteboards to explain learning and focus pupils' attention. Tasks are usually well matched to pupils' abilities and good relationships between adults and pupils help ensure that pupils are motivated to learn.
- The work in pupils' books is consistently well presented and marking gives clear next steps of learning for pupils. However, pupils are not given enough opportunities in lessons to respond directly to the advice given by their teachers.

The behaviour and safety of pupils are outstanding

- Staff consistently model high expectations of behaviour, and the pupils' outstanding behaviour in lessons, at playtimes and outside school is a strong factor in ensuring pupils make good progress.
- The school is very welcoming and provides a very safe environment for pupils. Pupils have an excellent understanding about how to keep safe.
- Pupils attend regularly and they arrive punctually every day.
- Virtually all parents and carers who responded through Parent View were extremely positive about behaviour.
- Pupils show a very high regard for one another, respecting differences and working together collaboratively in classroom situations. They confirm that behaviour is excellent. Pupils had difficulty, in conversation with inspectors, in remembering incidents of bad behaviour or bullying, but added that if there were any they would be very quickly dealt with by teachers.
- Attitudes to learning in lessons are exceptional. Pupils are very keen to respond to their teachers' questions and are very prepared to talk and listen to their partners in class in an atmosphere free from any discrimination.
- There are good opportunities for pupils to extend their spiritual, moral, social and cultural awareness. The school's cross-curricular approach to learning and the good range of visits and visitors to school provide good opportunities to widen pupils' horizons. Daily acts of collective worship allow pupils opportunities for reflection and older pupils enjoy looking after the younger pupils around school.

The leadership and management are good

- The inspirational headteacher gives clear direction to the work of the school. She has high expectations of staff and the improvements in teaching and test results are the result of effective teamwork. She is well supported by her ambitious senior leadership team who are united and intent on raising achievement further and making the school outstanding. Staff are committed to giving the pupils the best education.
- Leaders at all levels are committed to improving pupils' learning and have correctly prioritised writing as a main focus. They recognise that the quality of responses made by pupils to the advice given to them by their teachers in marking could be better.
- The quality of teaching is checked regularly through observing lessons, including joint observations with headteachers from neighbouring schools, regular short visits to classrooms and close examination of pupils' workbooks. Where teaching needs developing, robust procedures are in place to improve teachers' performance.
- The school recognises that that more could be done to share and extend the existing good practice in teaching.
- Regular pupil progress meetings between class teachers and senior leaders identify pupils who

are at risk of underachievement, allowing them to receive the carefully planned support that they need in order to catch up.

- Equality of opportunity is at the centre of the school's work, although leaders know that there is more to be done to ensure that the more able pupils are fully challenged and attain the higher levels of which they are capable in writing.
- The curriculum balances the development of essential skills and creativity well. A rich variety of after-school clubs, including climbing and fencing, deepen the pupils' enjoyment of learning.
- The government sport funding is used creatively to employ sports coaches who come in to school and broaden the pupils' understanding of physical education, health and well-being. It also allows the coaches to share best practice and provide professional development for staff.
- The school's capacity to improve is good and the school has continued to improve since the previous inspection. The local authority supports the school with an appropriate light touch approach.
- **The governance of the school:**
 - Members of the governing body are very committed to the school and ensure that pupils are safe and very well cared for. Governors have a good overview of the school's performance, including the progress that the pupils are making. They systematically challenge the headteacher to improve the quality of teaching and understand the procedures for linking pay awards to the quality of teachers' work. Governor training is up to date, for example in ensuring that the school meets all the statutory safeguarding requirements. Governors utilise resources in the best interest of pupils and keep a close eye on the progress being made by pupils who are eligible to receive the pupil premium funding.

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	131001
Local authority	West Sussex
Inspection number	426664

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	322
Appropriate authority	The governing body
Chair	Dr Steve Warr
Headteacher	Jane Donovan
Date of previous school inspection	6–7 October 2010
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