

Crowle CofE First School

School Lane, Crowle, Worcester, WR7 4AT

Inspection dates 14–15 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points to reach standards in English and mathematics which are above those typically found by Year 4.
- Teachers have a good knowledge and understanding of the different subjects they teach, and of pupils' abilities and interests.
- Pupils have positive attitudes to learning. This makes a strong contribution to their progress. They behave well in school, they feel safe and have no concerns about bullying.
- The effectiveness of science in the school is good.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Leaders have an accurate view of the school's strengths and areas for development because of their rigorous monitoring of pupils' progress.
- The work of leaders and managers, including governors, has effectively ensured that teaching and pupils' resultant achievement are good.
- Provision in the Early Years Foundation Stage is good and children quickly settle into school routines.

It is not yet an outstanding school because

- When marking pupils' work, teachers do not always give clear guidance about what pupils need to do next to improve.
- Teachers do not get sufficient opportunities to observe outstanding teaching to further improve their own practice.
- Teachers do not always ensure that the more able pupils are learning quickly.
- Pupils do not regularly check their spelling, punctuation and grammar and sometimes the presentation of their work is not neat.
- There are not enough opportunities for pupils to learn about life in modern Britain.

Information about this inspection

- The inspector observed six lessons, including three which were joint observations with the headteacher.
- Meetings were held with school leaders and governors, including the Chair of the Governing Body. The inspector also had a telephone conversation with a representative of the local authority.
- The inspector met a group of pupils and also spoke informally to other pupils in lessons and during breaktimes and lunchtimes.
- The inspector looked at the work pupils were doing in lessons and in their books over time. He listened to pupils in Years 1, 2, 3 and 4 read and talked to them about their enjoyment of books.
- The inspector observed the work of the school and examined a number of documents concerning pupils' current achievement and progress, development plans and performance management information. He also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority reports were also considered.
- The inspector took account of 38 responses to the online Parent View questionnaire and eight responses to the staff questionnaire.
- As part of a pilot study, science was inspected by a specialist inspector.

Inspection team

David Evans, Lead inspector

Additional Inspector

Brian Cartwright

Her Majesty's Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in three mixed-age classes from the Reception to Year 4.
- All pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils supported by the pupil premium, which is funding for the education of pupils known to be eligible for free school meals, is well below average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.

What does the school need to do to improve further?

- Improve teaching to outstanding and so raise achievement by ensuring that:
 - pupils always correct their spelling, punctuation and grammar
 - pupils present their work neatly
 - marking and feedback to pupils consistently show them the next steps they need to take to improve
 - teachers give the more able pupils work that is more demanding
 - managers provide teachers with opportunities to see outstanding teaching regularly.
- Broaden the range of opportunities for pupils to understand the diversity of life in modern Britain.

Inspection judgements

The leadership and management are good

- Leadership and management of the school, including the Early Years Foundation Stage, are good. The headteacher provides committed and effective leadership for the school and is ably supported by a closely knit team of staff. They work well with the capable, experienced governors to sustain a welcoming and caring community ethos where pupils can thrive personally, socially and academically.
- Most parents welcome the school's approach, as seen by the vast majority who recommended the school to other parents and carers in their responses to the questionnaire.
- All leaders, including governors, check school performance effectively. They all contribute to the well-considered school development plan and make sure that actions are carried out to drive improvement.
- The headteacher ensures that considerations of teachers' performance, training opportunities and pay are clearly linked to how well pupils achieve.
- Leaders have clear plans to improve the school further and are aiming high. There is a clear and accurate understanding of what works well and what needs to be done next to drive the school forward. For instance, the school has begun to implement its new assessment systems following the removal of National Curriculum levels. The new system is at an early stage of implementation and is under review.
- Pupils benefit from a wide range of well-planned and interesting opportunities to develop their literacy and mathematics skills across a wide range of subjects. However, pupils are not prepared well for life in modern Britain.
- The curriculum is wide ranging and interesting, with a suitable emphasis on developing skills in literacy and numeracy. Pupils' spiritual, moral, social and cultural development is promoted well through the good examples set by members of staff, links with the community and work in lessons and assemblies. For example, pupils are currently learning about the value of 'generosity'. Good relations are promoted successfully and discrimination is not tolerated. However, not enough is done to help pupils learn about the diversity of life in modern British society.
- Safeguarding arrangements meet current requirements. Adults working in school are checked for their suitability, and training on how to keep the pupils safe is kept up to date.
- The school provides equal opportunities for all pupils to do well. For example, it uses additional government funding effectively to ensure that disadvantaged pupils make similar progress to their classmates.
- The special funding to improve physical education and sport has been spent appropriately on specialist coaches and staff training. Pupils benefit from additional out-of-school activities and competitions which lead to increased participation. These activities and physical education lessons contribute well towards the pupils' health and well-being.
- The local authority works well with the school to identify what help it needs. It provides appropriate support, for example giving advice and validating leaders' judgements.
- Leaders play a key and active role in checking the quality of teaching and learning regularly, and providing advice which helps colleagues to improve. However, the school does not provide regular opportunities for staff to see outstanding teaching so that they can use it to improve their own practice.
- **The governance of the school:**
 - Governors are very supportive of the school and monitor its work well. They meet with teachers, talk with pupils and look at pupils' books. The governing body manages the school's finances well and

members are fully aware of the positive effects brought about by the pupil premium, as well as the additional primary school sports funding. They know how well the school is doing and how pupils' results compare with those of pupils in other schools nationally. They are very aware of the quality of teaching, ensure that teachers' salary awards are closely linked to the progress of pupils, and have systems in place to monitor the performance of the headteacher. They make sure that requirements for safeguarding arrangements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and well behaved outdoors and around school. During lessons, pupils generally focus well and work hard. This results in a calm and friendly learning environment where all play and work hard together.
- All parents who completed the Parent View questionnaire felt that the school makes sure pupils behave well.
- The school focuses strongly on developing good social and moral values from the Reception classes upwards so that pupils learn well how to be polite to each other and to adults.
- Pupils enjoy school. They say they enjoy their work in lessons, as well as learning new things and playing at lunchtime. Pupils are made to feel extremely welcome, safe and at home in school so they become successful learners. They have positive attitudes to learning and are appreciative of the help they receive from their teachers and other adults in the school.
- Relationships are good, with staff managing pupils' behaviour well. Pupils respond quickly when corrected.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school; they feel comfortable and know that adults are always watching carefully.
- Parents who responded to Parent View agree that their children are safe in school.
- Pupils say bullying is rare but, that if it does occur, it is dealt with quickly by adults in school. They understand about different kinds of bullying, such as name-calling, and appreciate the way the school teaches them about safety.

The quality of teaching is good

- Teaching is good and results in pupils making good progress. Some teaching results in pupils making outstanding gains in their learning.
- Children in the Reception achieve well because staff check their learning carefully and provide additional support when required. Purposeful activities mean no time is wasted.
- Teachers are knowledgeable and enthusiastic. They set work that is matched well to the abilities of most of their pupils and this enables the different groups of pupils to develop their skills and to learn well.
- Teaching assistants work seamlessly with pupils with additional needs and sometimes with the most able pupils. Their questioning works particularly well for those pupils who find their work difficult.
- Teachers capitalise on pupils' eagerness to learn and willingness to cooperate with others. The inspector

observed many mature discussions of work, with pupils debating different points of view. These lead to good progress. For example, in Year 3 and 4 pupils enthusiastically discovered patterns in Roman numerals.

- Literacy, numeracy and information and communication technology skills are incorporated well into lessons. Computers are used well for research purposes. However, there is not enough focus on spelling, grammar and punctuation and not all pupils consistently present their work neatly enough.
- Pupils' books show that they make good progress over time. Their work is marked regularly and teachers' comments in books encourage and praise pupils' efforts. However, teachers do not consistently identify for pupils what they need to do next in order to learn more. As a result, pupils are not always sure how well they are doing and what they need to do to improve their work. Teachers do not always check that pupils respond to the advice they are given through marking.
- Sometimes, the more able pupils find that their work is too easy and they do not move forward quickly enough with their learning.

The achievement of pupils is good

- Children start school with knowledge, skills and understanding typical for their age. They make good progress in the Early Years Foundation Stage in all areas of learning. Progress in communication and language is particularly good, especially in learning letters and sounds, which gives children a significant boost in their development as successful readers.
- Progress is good across Key Stage 1. Most pupils enter Year 1 from Reception with good levels of development. Progress is good in phonics (how the sounds in words are represented by different letters). Results in the phonics screening at the end of Year 1 are above average. Standards are above average in reading, writing and mathematics by the end of Year 2. Progress is good throughout Years 3 and 4 and standards are higher than those typically seen in reading, writing and mathematics at the end of Year 4.
- Pupils enjoy reading. They use their knowledge of letters and sounds to read new and unfamiliar words. By Year 4, they are fluent and confident readers and can, for example, read a paragraph for effect, or one that gives a sense of suspense.
- Pupils develop good speaking and listening skills because they are given regular daily opportunities to discuss their learning with each other.
- Pupils have a good grasp of how numbers work. They learn their multiplication tables and investigate number systems. There is usually a strong focus on problem solving which allows pupils to use what they know.
- Disabled pupils and those who have special educational needs make good progress because the work they are given is pitched at just the right level and they are given support to finish work quickly and gradually catch up with other pupils.
- There are too few disadvantaged pupils to comment on their attainment without the risk of identifying them. The school identifies their requirements accurately and quickly puts in place effective support for their particular learning needs so that they make the same good progress as their classmates.
- Pupils' good attitudes to learning are a key factor in their good and improving progress. These attitudes are forged in Reception and built on across the school. Pupils are keen to learn, settle quickly to their work and enjoy getting to grips with difficult problems.
- Writing skills are good, but pupils do not always check their work for avoidable mistakes in spelling, grammar and punctuation. Not all pupils present their work neatly.

- The most able pupils do well over time, although occasionally they are not challenged enough, when it is clear that they are finding the work they have been given too easy.

The early years provision is good

- Staff promote warm relationships and secure children's safety and well-being effectively to ensure that children behave well, enjoy school and learn well together.
- The teacher provides effective leadership and promotes supportive links with parents that ensure the children's smooth and happy start to school life.
- Most children, including disabled children, those with special educational needs and the most able, achieve well in relation to their starting points and are ready to enter Year 1.
- The quality of teaching is good and learning activities generally meet the needs of all groups of children. At times, when children choose their own activities, opportunities are missed to extend their speaking, reading and early writing skills and this slows their progress.
- The teacher has developed good systems for checking children's progress and, as a result, detailed evaluations of the children's developing skills are collected and are used effectively to identify next steps in their learning.
- There is a rich variety of learning activities, including those led and supported by adults and those chosen by the children themselves. All of these make good use of the improved outdoor learning facilities to promote effective learning and progress.
- Staff ensure that activities include all areas of learning and contribute well to the children's physical and emotional health and their spiritual, moral, social and cultural development. For example, children happily extend their social skills by sharing equipment and toys.

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	116801
Local authority	Worcestershire
Inspection number	448472

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Sheridan Amos
Headteacher	Lynn Biggs
Date of previous school inspection	2 March 2010
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