

Crawford's Church of England Voluntary Controlled Primary School

Green Road, Haughley, Stowmarket, Suffolk IP14 3QZ

Inspection dates	14–15 October 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has developed a strong teaching team which is reflective about its practice and how it can improve. As a result, teaching is now good across the school.
- Governors are well informed and provide effective challenge and support.
- Standards have significantly improved since the previous inspection. Pupils now make good progress. This includes in both English and mathematics.
- The curriculum is carefully designed to enthuse pupils and create a love of learning. This has encouraged pupils to have very positive attitudes to their work. Attendance is above average.
- The gap between the outcomes for disadvantaged pupils and other pupils nationally and within school is closing.
- Teachers plan a wide range of exciting activities for pupils to apply their English and mathematical skills in other subjects. Pupils enjoy the challenges they are set.
- All adults have high expectations of how pupils should behave. This is reflected in pupils' polite and cooperative behaviour. Bullying is very rare.
- Pupils are very well cared for. There are many opportunities for the development of social skills, independence and pupil self-confidence.
- The 'Crawford's Cogs' and 'Values for Life' which underpin the curriculum teach pupils lifelong learning skills and promote strong social, moral, spiritual and cultural development.
- Early Years provision is good and pupils make good progress.

It is not yet an outstanding school because

- Standards are not yet high enough in some English and mathematics lessons.
- In lessons, teachers and other adults, do not consistently provide precise feedback to pupils or help them to learn from their mistakes.

Full report

What does the school need to do to improve further?

- Raise standards further in writing and mathematics by making sure that staff consistently:
 - give feedback during lessons which enables pupils to know precisely what they must do to improve their writing.
 - help pupils learn from any mistakes they make in mathematics so that they are able to correct their work and move on in their learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has worked tirelessly since the previous inspection to develop a culture where all staff have high expectations of pupils' behaviour and the standards they can reach. This has been achieved as a result of a carefully planned curriculum which is underpinned by strong Christian values and the teaching of skills needed for lifelong learning.
- The headteacher and more recently all teachers regularly review the work of the school. Following these activities the staff will reflect upon the outcomes and work together to find resolutions and improve their teaching. This has brought about improvements in teaching across the school.
- The headteacher and governors use the information gathered from monitoring the school's work to compile a detailed plan of how the school can improve further. This plan uses the assessment information it has about pupils to identify where improvements can be made and how everybody will know if actions have been successful.
- Staff understand what improvements the school needs to make and how their training is linked to this. They have had opportunities to work with other schools to share practice and attend courses to develop their skills in leading subjects. The school has concentrated on the leadership of physical education (PE) and science; these are well led. Other subjects are at an early stage of their development.
- The headteacher is rigorous in her tracking of how pupils are progressing. The headteacher knows every pupil extremely well and meets with teachers each half term to discuss the progress pupils make.
- The pupil premium funding is used effectively. At the end of Key Stage 1, the gap is closing between disadvantaged pupils and their peers within school. These pupils are now making much better progress than previously. They also receive strong support for their social and emotional needs.
- The PE and sport premium is used effectively. This funding has primarily been used to train teachers in aspects of physical education where they were less confident.
- The curriculum has been carefully designed to enthuse pupils. There is a strong emphasis on being creative. Art work of a very high quality adorns many of the displays around the school. Pupils have the opportunity to sing, and play different instruments. Pupils apply their basic skills to support their learning across other subjects such as when pupils in Key Stage 1 were using microscopes to work scientifically but using their understanding of adjectives to describe more effectively what they observed.
- Pupils are well prepared for life in modern Britain. The daily collective worship, religious education teaching and Christian values ensure that pupils are taught to respect and be tolerant of other faiths and cultures.
- The school's work with parents is good. Parents say that staff are approachable and they feel that their views are considered. They appreciate the regular 'pupil share' afternoons when they can come into school and see how well their children are doing.
- The local authority has made frequent visits since the previous inspection and has provided effective support for the headteacher and teachers. The recent support in developing the leadership of special educational needs has already had a positive impact.
- The arrangements for safeguarding are effective. Safeguarding training is up to date. Parents support the view that pupils are safe and well looked after.
- **The governance of the school**
 - Governors are well informed, as a result of detailed reports from the headteacher and other staff. Governors make regular visits into school and take part in monitoring activities alongside staff so they are clear on the how the school has improved since the previous inspection and what it still needs to do to continue to get better. These first-hand experiences mean that governors are well placed to challenge and support the headteacher.
 - Governors review the school's finances well and ensure that additional funding is used effectively. A governor has responsibility to check the progress of disadvantaged pupils and this is typical of how the headteacher is held to account by the governing body.
 - The information provided by the headteacher on the strengths and weaknesses of teaching enables governors to make appropriate decisions with regard to the management of teachers' pay.

Quality of teaching, learning and assessment is good

- Teachers use the assessment information they have about pupils to plan activities which are well matched to pupils' needs. High levels of challenge are evident in lessons and in pupils' work books. Pupils talked enthusiastically about their learning and how they are encouraged to become independent.
- There is a very positive atmosphere in school. The school has established what it regards as essential attitudes which should underpin learning, named the 'Crawford's Cogs'. Pupils understand how these help them to become effective learners.
- All lessons provide opportunities for pupils to discuss their learning with a partner or in a small group. This sharing of ideas enables pupils to be well prepared when they start their tasks. They are able to solve problems effectively together.
- Marking in books helps pupils improve their work. Pupils are shown what they have done well and how it can be better still. Pupils have regular times during the week when they respond to the marking with their green pen. The positive impact of this on their progress was very evident in work books.
- Support provided by the learning support assistants enables pupils to remain on task for sustained periods and complete tasks successfully. They provide particularly effective support for those older pupils whose behaviour is sometimes challenging and pupils with special educational needs.
- Parents agree that their children are well taught and are very positive about the improvements in teaching, homework and their opportunities to share the learning experience with their children.
- Reading and phonics (the linking of letters and sounds) are well taught. Even the less confident readers enjoyed reading, showed a sound understanding of what they read and were keen readers at home.
- Writing lessons are very well planned. The youngest children rehearse their stories before they write. They were able to tell the inspector the story of *Little Red Riding Hood* using appropriate and exciting vocabulary. Teachers show the pupils what a good piece of writing might look like and it is also made clear to them what features they need to include in their work. In some lessons, however, staff do not give sufficient precise feedback to help pupils improve their work.
- Mathematics lessons are rich with problem-solving opportunities such as Year 5 and 6 pupils deciphering the Mayan counting system and then using it to write their own numbers. Pupils in Years 3 and 4 were provided with parts of shapes and had to calculate the perimeter of the full shape by using their ability to reason. During some lessons, however, staff miss opportunities to help pupils learn from their mistakes.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well supervised on the playground at break and lunchtime. There is a good range of equipment and the little space the school has is used well. Throughout the day, pupils work and play together cooperatively. This is very evident when older pupils take on responsibility for caring for the younger children as play leaders, reading buddies and helping at lunchtime.
- The school's personal, social and health education is well planned to ensure that pupils know how to stay safe, including when on the internet. Pupils understand about the necessary choices for maintaining a healthy lifestyle. They are taught about the different types of bullying and how to deal with it. As a consequence, pupils are confident that bullying is very rare.
- The school has strong links with the local community; in particular the British Legion. Pupils raise the Union flag on special days and talk to the war veterans about their experiences. Remembrance Day is a special occasion in school.

Behaviour

- The behaviour of pupils is good. They are polite and listen attentively to each other's views when discussing their work. Parents and pupils agree that behaviour is good.
- Pupils' approach their learning very positively and the staff are determined for attitudes to be excellent. This drive to engender a love of learning is at the heart of much of the school's work.
- Pupils take a pride in their work. This is very evident in the art books of older pupils where work was of a

very high standard. Pupils in Years 3 and 4 made wooden frames precisely to mount their pictures.

- Attendance is improving and is now above the national average. There are high expectations from all staff that learning is important and absences are rigorously followed up. Punctuality has also significantly improved.

Outcomes for pupils

are good

- Standards have improved since the previous inspection. Pupils make good progress in reading, writing and mathematics and in other subjects across the curriculum – especially art, physical education and science.
- Improvements have been significant in the Year 1 phonics test. Pupils are now achieving above the national average. The teaching of phonics is strong, with the teacher showing a strong subject knowledge which enables pupils to make good progress.
- At the end of Key Stage 1, standards have consistently improved in all subjects and attainment is now above the national average. The gap is closing between disadvantaged and other pupils. Disadvantaged pupils make good and often better than expected progress across the school.
- Disabled pupils and those with special educational needs make good progress from their different starting points. They have benefited from the recently implemented improvements in the management of special educational needs and they are very well supported by learning support assistants who deliver the intervention programmes very well.
- Lower attainers make good progress. They are taught well and are becoming more independent as a result of the availability of resources and equipment to support their learning.
- The most-able pupils make good progress. These pupils enjoy their learning; they were able to show the inspector the many complex problems they had been set. They explained that they enjoy being challenged and an older pupil described how he 'loves maths'.
- Progress is slower in those English lessons where staff do not provide precise enough feedback for pupils to work at a higher level and in mathematics where there are missed opportunities to help pupils to learn from their mistakes.
- There are some gaps in the mathematical knowledge of older pupils due to some inconsistencies previously in teaching. The present teacher is working hard to rectify this so that pupils are as well prepared for the next stage of their education in mathematics as they are in English.

Early years provision

is good

- Children's starting points when they enter the Reception group are typical for their age. Children make good progress. The proportion reaching a good level of development before moving to Year 1 is above average.
- Children settle quickly into school life as a result of the comprehensive arrangements for starting school. The teacher regularly visits children in their pre-school setting and children make weekly visits to school. Reception staff make a visit to the child's home and there is an information meeting for new parents. Parents of children in the Reception class are very positive about these arrangements.
- Children show excellent attitudes to learning. There is only a small group of Reception children this year and working alongside pupils in Year 1 and Year 2 has enabled them to learn from the older pupils, including their good behaviour and very positive attitudes.
- Children receive strong support from all adults in the classroom. The teacher is very effective in how she explains new ideas to children and helps them to concentrate. All adults have high expectations of how children should behave. They take every opportunity to thank the children for behaving well and being polite.
- Children are already able to work for a sustained period on their own, for example when working on their 'funky fingers' activity which strengthens their grip when holding a pencil.
- Children work and play well together whether they are working scientifically using magnifying glasses outside or preparing a barbeque because the cooker was broken!
- A record of each child's achievements, both at home and at school is used to plan the next steps in learning. These activities are well matched to the needs and interests of the children.
- The early years is effectively led by both the headteacher and the class teacher. Regular checks of teaching and learning are made – ensuring that children are safe, well behaved and making good progress.

School details

Unique reference number	124733
Local authority	Suffolk
Inspection number	10001879

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

Type of school	All-through Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	72
Appropriate authority	The governing body
Chair	Caroline Robinson
Headteacher	Emma Jones
Telephone number	01449 673253
Website	http://crawfords.schools.uk.com
Email address	admin@CrawfordsPrimary.suffolk.sch.uk
Date of previous inspection	18–19 September 2013

Information about this school

- This is a much smaller than average-sized primary school.
- Pupils are predominantly of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.)
- The Reception year are in school full time.
- The school converted from a first school to a primary school in September 2014
- Children are taught in three mixed-age classes: Reception/Year 1/Year 2, Year 3/Year 4 and Year 5/Year 6.

Information about this inspection

- The inspector observed teaching and learning in parts of 13 lessons – some jointly with the headteacher.
- The inspector observed pupils' behaviour and attitudes in the classroom, at breaktimes and at lunchtime.
- The inspector listened to pupils read and scrutinised pupils' work.
- Discussions were held with members of the governing body, a representative of the local authority, all teachers, other staff and pupils.
- The inspector looked at the school's documentation including: information on pupils' progress throughout the school, safeguarding policies, the school's development plan, records used by the school to check how well it is doing, minutes of meetings of the governing body, records of pupils' behaviour and attendance, and displays in classrooms and around the school.
- The inspector took into account the 13 responses to the online questionnaire (Parent View), the most recent parental questionnaire sent out by the school and talked to parents at the beginning of the day.
- The inspector also analysed the 12 questionnaires completed by staff.

Inspection team

Desmond Stubbs, lead inspector

Ofsted Inspector

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