

# North Crawley CofE School

Church Walk, North Crawley, Newport Pagnell, Buckinghamshire MK16 9LL

## Inspection dates

12–13 September 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The executive headteacher has swiftly put into place a culture of high expectations centred around a caring and nurturing school community.
- Pupils' outcomes in reading and writing declined in 2017. Improved teaching and precise assessment have led to improved provisional results in 2018.
- Teachers' careful planning and high expectations mean that pupils learn well. As a result, pupils make good progress in reading, writing and mathematics.
- Staff are well trained in safeguarding. As a result, pupils feel safe and staff are vigilant in ensuring that detailed school policies are followed.
- The curriculum is broad and varied. However, pupils do not do as well in other curriculum subjects compared to their attainment in reading, writing and mathematics.
- Relationships between staff and pupils are excellent. Consequently, pupils develop well socially and academically.
- Attendance has improved over the past year. In 2017, too many pupils were persistently absent. Leaders' actions have ensured that few pupils now miss school regularly.
- Children make strong progress in the early years foundation stage. Precise assessment and good teaching mean that children are well prepared to enter Year 1.
- The Village Schools Federation provides useful opportunities for pupils to work with pupils from other schools within the federation, thus widening their experiences. Staff value the training that the federation provides.
- Pupils behave very well in lessons and during social times. They cooperate enthusiastically and behave respectfully towards each other and staff.
- Governors are determined to uphold high standards. However, they do not use pupils' progress information well enough when challenging leaders.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that pupils' progress in the wider curriculum matches the high standards achieved in reading, writing and mathematics.
- Further strengthen the effectiveness of governance by ensuring that governors use pupils' progress information to regularly challenge leaders.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The executive headteacher was appointed in January 2018. Since then, she has provided strong leadership that has resulted in an improvement in pupils' outcomes.
- Leaders work closely with the five schools in the federation. North Crawley Church of England School is a small school and being part of the federation allows pupils to participate in federation events. Meeting pupils from other schools broadens pupils' experiences and helps to develop their social skills, for example when pupils compete with the federation's other schools in the annual sports day.
- Leaders have a clear and accurate view of the school's strengths and weaknesses. They have involved staff in setting priorities for further improvements by consulting them on the content of the school development plan. This means that staff feel valued and highly motivated.
- The school's Christian ethos permeates daily activities and is represented within the school's values. Leaders have ensured that Christian values form an integral part of collective worship, assemblies and lessons. Pupils know these values well from a young age and can explain what they mean. For example, in an assembly during the inspection, Year 1 and 2 pupils described the meaning of 'generosity' (a school value) and gave examples of how a person's behaviour could demonstrate the value.
- Leaders and staff have high expectations. The school's mission statement aims to ensure that pupils 'dream big and aim high'. Staff ensure that pupils are encouraged to be aspirational by introducing ideas about the world of work. For example, pupils enjoy regular visits from professionals in the community, including police officers, nurses and charity representatives.
- The curriculum is varied and balanced. Pupils make strong progress in reading, writing and mathematics. As a result, pupils' attainment in these areas is high by the end of Year 2. However, standards in other subjects, such as history and geography, are not as high. Leaders are aware of this and have put measures in place to improve standards.
- Additional funding for disadvantaged pupils is used well and supports disadvantaged pupils in catching up if they need to. This helps disadvantaged pupils make similar progress in reading, writing and mathematics to other pupils nationally.
- The primary school sports premium is used to increase the expertise of staff and to fund physical education (PE) equipment. Staff receive training in teaching PE from the Milton Keynes Sports Partnership. This has been effective in increasing pupils' participation in sports and in improving the expertise of staff.
- Parents are very positive about the school. They appreciate the availability of staff and the quick response from leaders if they have any concerns. Parents value the extra support that children receive if they need it. One parent said that they 'feel lucky' to drop their child off at the school each morning.

### Governance of the school

- Governors have a varied range of expertise. They are committed to ensuring that

standards are high and they visit school to check that safeguarding arrangements are effective.

- Governors ably facilitate the spreading of teaching expertise across the federation. They hold cross-federation meetings where information on standards in each of the six federation schools is presented to governors within the executive headteacher's report. Governors and leaders identify successful approaches and resources across the federation and arrange visits between schools so that teachers can learn from each other.
- Governors do not challenge leaders well enough. Too often, governors take pupils' achievement information at face value and do not ask searching questions. Consequently, governors are not aware of how well leaders' actions improve pupils' progress.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that appropriate checks are made on adults who work in the school and on visitors or volunteers. Staff understand the importance of pupils' safety and they diligently follow the school's safeguarding policies. Staff receive regular training in safeguarding. Consequently, staff have up-to-date knowledge of national safeguarding developments and are vigilant in making sure that all pupils are safe.
- Leaders ensure that pupils learn how to stay safe online. As a result, pupils are aware of how to keep themselves safe online and the actions they should take if they encounter anything that makes them feel uncomfortable. Parents participated in a recent e-safety information evening and regular e-safety advice is given to parents through the school newsletter so that parents can reinforce safety messages at home.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment has improved over the past year. This has ensured that the achievement of current pupils in reading, writing and mathematics is strong.
- Careful teacher planning results in lesson time being used productively. As a result, pupils move readily from one activity to another and are interested in the challenging tasks they are set.
- Teachers have high expectations of pupils. They expect them to do well and to try hard. Consequently, pupils show resilience when tackling problems or difficult tasks. For example, in Year 2, pupils solved a problem involving the number of passengers in a boat, using newly learned addition and subtraction skills.
- Pupils read widely and often. They enjoy choosing books for themselves and are keen to read out loud to others or in front of the class. Pupils use what they have learned about sounding out words to make sense of words that they do not know. By Year 2, pupils begin to read fluently. The well-resourced library and the recently renewed reading scheme ensure that pupils read challenging books that help them increase their vocabulary.

- Teachers support pupils to reflect on their work and learn from their mistakes. As a result, pupils make strong progress, particularly in reading, writing and mathematics. For example, in Year 1, pupils were helped to improve quickly their formation of letters.
- Well-trained teaching assistants provide high-quality support for pupils. Teaching assistants provide encouragement and motivation so that pupils learn well.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are looked after well. Dedicated staff ensure that there is a nurturing and caring environment in school.
- Excellent relationships between staff and pupils mean that pupils feel confident and self-assured. At social times and during lessons, pupils demonstrate the school's values in their actions. They demonstrate thoughtfulness, perseverance and respect during lesson activities and when they play together.
- Pupils are well prepared for the next stage of their education. Parents are confident that their children are well prepared to move into Year 3 in a new school because they attain high standards in reading, writing and mathematics and they have developed their social skills well.
- Pupils have a sharp sense of how to eat healthily. They readily eat fruit at playtime and can describe the types of food that constitute healthy eating. They understand some of the basic elements of living a healthy lifestyle.
- Spiritual, moral, social and cultural education is well developed throughout the curriculum. Spiritual education is particularly strong. Pupils learn about Christianity and other religions through collective worship and discussion of spiritual issues in lessons.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in lessons and around school. During social times, pupils play well together and are polite and courteous. They respond well to staff instructions and line up sensibly.
- Pupils are considerate of each other. They understand how to listen to each other and appreciate that everyone should be treated equally.
- Pupils enjoy learning and are enthusiastic during learning activities. They work hard and demonstrate positive attitudes towards their work. Pupils routinely follow the school rules and concentrate well on learning.
- In 2017, attendance declined and too many pupils were persistently absent. Leaders' carefully targeted support has successfully improved attendance so that it is now above that seen nationally in primary schools. Very few pupils are persistently absent. Pupils are punctual and well prepared for learning when they arrive at school in the morning.

## Outcomes for pupils

Good

- In 2017, the proportion of pupils who achieved the expected standards in reading and writing was below the national average for primary schools. Leaders quickly addressed this dip in outcomes by tackling weaknesses in teaching.
- Provisional assessment information, held by the school for 2018, indicates that all pupils achieved the expected standard in reading and mathematics and almost all pupils achieved this in writing by the end of key stage 1. The information also indicates that a high proportion of pupils achieved greater depth in reading, writing and mathematics by the end of key stage 1, compared to national figures for primary schools. This indicates an upward trend, compared to pupils' outcomes in 2017.
- Current pupils make good progress in reading, writing and mathematics. Almost all pupils met appropriate standards in these subjects by the end of Year 1 in 2018.
- There are only a small number of disadvantaged pupils in the school. These pupils, and pupils who have special educational needs (SEN) and/or disabilities, make good progress in reading, writing and mathematics. Their exercise books show that timely support by staff, and carefully planned activities, ensure that their attainment matches that of other pupils nationally.
- Early reading is taught very effectively. As a result, by the end of Year 1, pupils develop a good understanding of letters and the sounds they represent. In 2018, the vast majority of pupils met expected standards in phonics by the end of Year 1.
- Pupils' progress across the curriculum is not as strong as it is in reading, writing and mathematics. The planning of the curriculum in subjects other than reading, writing and mathematics is less effective in securing pupils' depth of knowledge. In history, for example, pupils do not get the same rich opportunities to develop their subject knowledge and understanding.

## Early years provision

Good

- Children in early years get off to a good start. They make strong progress towards the early learning goals. As a result, children are well prepared for the move into Year 1.
- Early years is led well by committed staff. They quickly form good relationships with children. This ensures that children learn the routines and expectations of the early years setting as soon as they start their school year.
- Adults teach children early reading, writing and number skills from the very start of the school year. Imaginative teaching and accurate assessment ensure that children develop these skills well. As a result, all children reach a good level of development by the time they leave early years.
- Children steadily develop a range of skills during early years. They listen attentively, show a developing understanding of instructions and become increasingly self-confident. Children are keen to cooperate with each other and they take turns during activities. Consequently, children make good progress.
- Leaders make effective use of the additional funding available for disadvantaged pupils

by ensuring that extra resources or support are used effectively.

- Children behave well. They understand the school's rules and quickly learn how to act appropriately and manage their emotions and behaviour. As a result, children play and learn together in a calm atmosphere.
- Adults ensure that safeguarding is effective in early years. They appropriately consider the risks associated with various activities and are proactive in ensuring a safe environment. Adults know how to spot signs that children may need extra support.
- Parents value the early years provision. They appreciate the regular contact from staff and receive valuable information concerning their child's progress.

## School details

Unique reference number	110406
Local authority	Milton Keynes
Inspection number	10052926

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	20
Appropriate authority	The governing body
Chair	David Argent
Headteacher	Marie-Claire Parsons
Telephone number	01234 391282
Website	<a href="http://www.northcrawley.milton-keynes.sch.uk">www.northcrawley.milton-keynes.sch.uk</a>
Email address	<a href="mailto:office@northcrawleyschool.co.uk">office@northcrawleyschool.co.uk</a>
Date of previous inspection	6–7 June 2013

## Information about this school

- North Crawley Church of England School is smaller than the average-sized infant school. Year 1 and Year 2 pupils are taught in one mixed-age class.
- The school shares a governing body with five other primary schools under the Village Schools Federation.
- The executive headteacher joined the school in January 2018.
- The large majority of pupils are of White British background.
- The proportion of pupils who are disadvantaged is below the national average for primary schools.
- The proportion of pupils who have SEN and/or disabilities is below the national average for primary schools.
- A section 48 inspection was carried out in March 2014.

## Information about this inspection

- The inspector observed learning, with the executive headteacher, in all classes across a range of subjects.
- The inspector observed an assembly.
- The inspector held meetings with the executive headteacher, the executive deputy headteacher, staff and governors.
- The inspector held a telephone conversation with a representative from the local authority.
- Pupils' behaviour was observed in lessons, around the school and during playtimes and lunchtimes.
- The inspector listened to pupils read and met formally with a group of pupils from key stage 1. The inspector also spoke to a range of pupils during social times and during lessons.
- The inspector looked at samples of pupils' work and spoke to parents during the inspection.
- Documentation was scrutinised by the inspector, including the school's plans for improvement, the school's self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, minutes of governors' meetings and information on pupils' outcomes.
- The inspector reviewed safeguarding records, including the central record of recruitment checks on staff.

## Inspection team

Harry Ingham, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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