

# Crowcombe CofE VA Primary School

Crowcombe, Taunton, Somerset TA4 4AA

## Inspection dates

6–7 March 2019

<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>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors are committed to the continual improvement of the school. They evaluate their work carefully and have successfully tackled many of the recommendations from the previous inspection. However, some improvements need more time to become fully embedded.
- Pupils are a credit to the school. They are polite, friendly and behave well. Pupils are keen to learn and listen respectfully to others' views. Pupils feel safe at school and say that adults look after them well.
- The teaching of early reading and phonics is highly effective. Teachers use assessment effectively to ensure that children's and pupils' work is well-matched to their needs. Consequently, pupils make good progress in securing their early reading skills.
- Effective teaching ensures that most pupils make good progress in a range of subjects over time. However, on occasions, teachers do not use assessment precisely enough to adjust their teaching to match pupils' needs closely.
- Any relative weaknesses in teaching and pupils' progress are being remedied as a result of recent training and support. However, a minority of pupils are not challenged sufficiently well.
- Leaders have ensured that the school's curriculum provides pupils with a breadth of knowledge in different subjects.
- The teaching of mathematics is effective. Pupils are becoming more fluent in mathematics and increasingly apply the skills they have learned to reason and solve problems well.
- Leaders' strategies to improve the teaching of spelling, punctuation and grammar are having a positive impact. Pupils now use interesting vocabulary to good effect. However, some pupils are not provided with sufficient opportunities to apply their writing skills. As a result, a minority of pupils do not write with the complexity expected for their age.
- Leaders make effective use of additional funding. As a result, disadvantaged pupils make good progress and achieve well. The progress of pupils with special educational needs and/or disabilities (SEND) is improving.
- Leaders and teachers provide strong care and support. Pupils thrive in their social and emotional development.

## Full report

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

- Improve leadership and management by ensuring that:
  - senior leaders' guidance and practical support to staff enable pupils to do consistently well.
- Improve the quality of teaching, learning and assessment, including in the early years, by ensuring that:
  - pupils are sufficiently challenged to practise and apply their writing skills, so that more pupils write with complexity, cohesion and accuracy across a full range of subjects
  - teachers use assessments consistently well in all subjects, so that they can adjust their teaching precisely to meet the learning needs of all groups of pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders and governors have a good understanding of the school's strengths and weaknesses. Leaders are working with determination to tackle the recommendations from the previous inspection. Many aspects have been tackled successfully. However, some leaders' actions are recent and are not yet fully embedded.
- Leaders ensure that teachers maintain a clear focus on promoting pupils' progress. As a result, teaching enables pupils to make good progress over time in a range of subjects, including English and mathematics.
- Leaders provide teachers with relevant training and support to improve their subject knowledge and teaching. For example, the leadership of mathematics is built on a good understanding of the knowledge and skills pupils should be learning for their age and ability. Leaders work closely with staff to help them to develop teaching and improve pupils' knowledge and skills. Leaders evaluate the quality of mathematics teaching thoroughly, intervening when further improvements are necessary.
- The pupil premium is used effectively. Leaders evaluate disadvantaged pupils' needs precisely and implement appropriate strategies to help them. Additional teaching helps to reinforce pupils' learning, so that they catch up where needed. As a result of effective academic and emotional support, disadvantaged pupils make good progress and achieve well.
- The executive headteacher manages the support for pupils with SEND effectively. She ensures that teachers plan well-focused teaching to meet pupils' needs. Teaching for current pupils with SEND is improving so that more pupils are catching up from their low starting points. These pupils make good, and sometimes excellent, progress.
- Leaders' actions continue to develop pupils' writing. Pupils are improving their spelling, grammar and punctuation. However, leaders' evaluation of the impact of teaching is not sharply focused on which aspects need further development. For example, teaching does not routinely challenge pupils to practise, apply and extend the writing skills they have learned.
- Highly effective use of the sport premium promotes pupils' physical and emotional health and well-being. Leaders carefully consider the needs and abilities of pupils in order to plan a wealth of stimulating sports activities. Pupils thrive on the sports opportunities provided by the school, such as orienteering, basketball, swimming and running. Pupils are encouraged to become sports leaders and they enjoy the opportunity to lead events in sports festivals. There has been a marked increase in the proportion of pupils participating in sport in school.
- The school's rich curriculum provides valuable opportunities to enhance pupils' spiritual, moral, social and cultural development. Pupils' enthusiasm is sparked by interesting activities, such as outdoor learning and sport. Pupils persevere when learning is tricky, and they enjoy working collaboratively as well as independently.
- Most parents and carers praise the school highly. Every parent who responded to Ofsted's online survey, Parent View, would recommend the school.

- Leaders' evaluations of teaching are accurate. Any relative weaknesses in teaching and pupils' progress are being remedied as a result of recent training and support.

### **Governance of the school**

- Governors have a strong commitment to support school leaders to ensure that teaching and pupils' achievement are consistently strong. They ask challenging questions in meetings and during visits to the school.
- However, governors' challenge has not yet enabled relative weaknesses in pupils' progress to be remedied swiftly. They have not yet been successful in holding senior leaders to account with the rigour needed to ensure that leaders' guidance and practical support are having a full impact.

### **Safeguarding**

- The arrangements for safeguarding are effective. There is a strong culture of safeguarding in the school. Leaders respond swiftly to any safeguarding concerns and tenaciously follow these up. Leaders draw on the support of external agencies swiftly when necessary to ensure that pupils' risk of harm is minimised.
- The school carries out the necessary checks to ensure the suitability of staff to work with children. Leaders provide regular updates to training for all staff. Staff understand their responsibilities for keeping pupils safe and know what to do if they are concerned about a pupil's welfare.
- The curriculum ensures that pupils understand how to use the internet safely and know the dangers of revealing their identity to others while online. The school takes appropriate action to warn parents and pupils about the potential risks of online games and social media.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers know their pupils well and forge positive relationships with them. They plan interesting lessons to develop pupils' knowledge, skills and understanding in a range of subjects.
- Teaching encourages pupils to learn from their mistakes and adapt their work accordingly. For example, pupils in key stage 2 understand how to improve their work.
- Spelling, punctuation and grammar are usually taught effectively in key stage 2. Pupils use their wide-ranging vocabulary to make their writing more interesting. Pupils' handwriting and spelling are generally accurate, and work is usually presented well. However, pupils are not enabled to consolidate their writing skills in a range of subjects. This limits how well they develop the complexity and accuracy of their writing.
- The teaching of early reading and phonics is highly effective. There is a strong focus on children using and applying their knowledge and understanding of the phonics code to read independently. Children's success is celebrated widely, resulting in children feeling a great sense of pride in their achievements. Teaching enables children to develop their communication and early language skills well.

- The school provides pupils with a range of books which inspire them to develop a love of reading. Pupils read with enthusiasm and enjoy talking about their books. However, the teaching of reading for older children is not consistently challenging enough to deepen their understanding of what they read. This hinders the most able pupils' progress.
- Mathematics teaching is effective. Pupils are well supported to practise basic number facts, which improves their recall and fluency in mathematics. Teaching is sequenced well so that pupils gain new knowledge and deepen their understanding. This helps pupils stick at their learning when it is difficult. Increasingly, pupils use and apply their understanding to solve problems and reason in mathematics.
- Teaching assistants are deployed well to support pupils who need additional help. They provide careful explanations and show pupils what to do. They listen carefully to pupils' responses to check pupils' understanding and move their learning on.
- Teaching is usually matched to pupils' needs well. As a result, most pupils readily immerse themselves in their work. However, on occasions, teachers do not use assessment precisely enough to plan work that is closely matched to pupils' needs. As a result, teachers do not consistently adjust their teaching when misconceptions arise, or when pupils' work is too easy, particularly in lower key stage 2.
- Teachers plan a range of homework projects across the year. Pupils told inspectors that they enjoy undertaking homework projects to build on the skills they are learning in school.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils come to school cheerfully, keen to begin their learning. They listen carefully to instructions from adults and settle to work quickly. Pupils understand the need to persevere with their learning when it is tricky.
- Most pupils take pride in their written work and strive hard to improve their handwriting and presentation.
- Pupils feel safe and well looked after. Pupils of different ages enjoy social times and get along well together. Pupils say that bullying is rare and that when they fall out, adults help them resolve any differences quickly.
- Pupils are encouraged to appreciate difference and diversity. For example, they learn about different faiths in religious education. They are taught to appreciate cultural differences when they consider the lives of children who are refugees.
- Adults look after pupils well in breakfast and after-school clubs. The clubs provide a safe and welcoming environment for pupils to eat, play and chat to their friends at the beginning and end of the school day.

### Behaviour

- The behaviour of pupils is good. Pupils are valuable ambassadors for the school. They

are welcoming, courteous and keen to discuss their work because they are interested in their learning.

- Pupils have a good understanding of right and wrong and know that derogatory language is not tolerated. As a result, pupils are caring and respectful towards others.
- Adults have high expectations of pupils' behaviour and, as a result, pupils typically behave well in and out of lessons. Pupils are sociable and cooperative and enjoy playing with their friends at breaktime and lunchtime.
- Pupils enjoy school and attend regularly. Staff work closely with families to ensure that pupils attend well. Few pupils are persistently absent. However, when pupils do not attend regularly enough, leaders follow this up robustly.

### Outcomes for pupils

**Good**

- Pupil numbers are small and vary considerably over time. The number of pupils who join the school part way through their schooling is higher than average. Therefore, it is not possible to make comparisons year on year.
- Strong teaching in phonics leads to a high proportion of pupils achieving the expected standard in the Year 1 phonics screening check each year. Pupils' secure foundations enable them to become accurate, fluent readers. Pupils enjoy reading widely and often. They choose appropriate books to match their ability and interests. Pupils talk confidently about what they are reading.
- Over time, the proportion of key stage 1 pupils who have made good progress and achieved well in all subjects has been above average. The proportion of key stage 2 pupils who have made good progress and achieved well in reading and mathematics has been broadly in line with pupils nationally.
- Over the past two years, key stage 2 pupils' progress in writing has been weaker than in reading and mathematics. As a result, pupils' attainment has been below average. Leaders have acted to improve the teaching of writing and this is beginning to have a positive impact.
- The progress of pupils with SEND is improving because teachers ensure that additional teaching helps them to catch up from low starting points. Pupils are developing greater confidence, and this is enabling them to engage positively in their learning.
- Disadvantaged pupils make good progress because teachers set appropriate work for them. The extra support pupils receive from teachers and teaching assistants helps them to achieve well in reading, writing and mathematics.
- Current pupils make good progress in reading, writing and mathematics. In the past, a minority of pupils have not been consistently moved on in their learning, particularly in lower key stage 2. These pupils did not make the strong progress that other pupils made elsewhere in the school. This year, pupils' progress is improving. Most pupils are working at the standards appropriate for their age.
- In upper key stage 2, pupils make strong progress because of the carefully tailored teaching they receive.

## School details

Unique reference number	123830
Local authority	Somerset
Inspection number	10054396

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	Trevor Simpson
Headteacher	Julie Norman
Telephone number	01984 618273
Website	<a href="http://www.crowcombeandstogumberprimaryschools.co.uk/">www.crowcombeandstogumberprimaryschools.co.uk/</a>
Email address	<a href="mailto:office@crowcombe.somerset.sch.uk">office@crowcombe.somerset.sch.uk</a>
Date of previous inspection	05 March 2018

## Information about this school

- The school is much smaller than the average-sized school. It is federated with Stogumber Church of England Voluntary Controlled Primary School. There is one executive headteacher and one governing body. Subject leadership is shared across both schools.
- Reception and key stage 1 pupils from both schools are taught in two mixed-age classes at Stogumber Primary School. Key stage 2 pupils from both schools are taught in two mixed-age classes at Crowcombe Primary School. Two inspectors carried out inspections of each school simultaneously.
- There is a Nursery, which is managed by the governing body. No children are registered at Crowcombe Primary School. Nursery children are registered at Stogumber Church of England Voluntary Controlled Primary School. The Nursery is currently based at Crowcombe Church of England Voluntary Aided Primary School.
- There are fewer than five Reception-aged children registered at Crowcombe Church of

England Voluntary Aided Primary School.

- The majority of pupils are of White British origin.
- The proportion of pupils eligible for pupil premium is well below the national average.
- Very few pupils speak English as an additional language.
- The proportion of pupils who receive support for special educational needs and/or disabilities is above average. No pupils have an education, health and care plan.
- A breakfast club and an after-school club are held at Crowcombe Primary School and attended by pupils from both schools in the federation. A minibus is used to transport pupils to and from each school.



## Information about this inspection

- The inspector observed pupils' learning in both schools.
- Several joint meetings were held between the inspectors of both schools in the federation and the executive headteacher.
- Joint meetings were also held between the inspectors and senior and middle leaders.
- Inspectors met members of the governing body and held a phone conversation with a representative from the local authority.
- The inspector met with the executive headteacher to review the school's latest assessment information as well as safeguarding and attendance records. She also reviewed school policies and the school's evaluation of its work.
- The inspector carried out reviews of pupils' learning in lessons and during a discrete work scrutiny. The mathematics subject leader carried out a joint scrutiny of pupils' work in mathematics.
- The inspector observed pupils at breaktime and lunchtime and held informal discussions with pupils in lessons. A separate meeting was held with pupils from Year 3 and Year 5, during which the inspector listened to pupils read and gained their views of the school.
- The responses of 15 parents and carers who completed the online survey, Parent View, were analysed, along with 8 additional free-text responses.

## Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

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