

Inspection of Croft Junior School

Northumberland Avenue, Stockingford, Nuneaton, Warwickshire CV10 8ER

Inspection dates: 28–29 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils like coming to this school. 'We're one big family,' they said, as they happily mixed at breaktimes. Pupils like learning, saying, 'Teachers never make learning boring.' The headteacher has developed a celebratory school that values everyone. Pupils know staff care about them. They feel safe in school.

Leaders have created a calm, bright, open environment which helps pupils settle and be ready for learning. Leaders and staff know their pupils and families well. They work hard to support vulnerable pupils, and they ensure that they learn well. Inclusive classrooms are resourced well to meet pupils needs.

Leaders, staff and governors have high aspirations for all pupils. They provide opportunities to help pupils learn about the world in which they live and gain new experiences.

Bullying is rare, and pupils say, 'We've never seen anything like that.' They trust adults to sort out any worries they may have. Behaviour at breaktimes, in lessons and around school is good. Pupils are welcoming, polite and friendly. Croft's Citizens' Charter describes the values that the school holds dear. Pupils know this is important, and they enjoy receiving certificates and becoming citizen of the week. The charter contributes well to making the school a happy place.

What does the school do well and what does it need to do better?

Leaders have worked hard to identify the areas to target first to bring about improvements. They have a strong understanding of what they need to do next. Their focus on pupils' well-being and readiness for learning is reaping results.

Leaders have created a curriculum that meets pupils' needs and interests. They have developed themes that link subjects together. Learning builds over time and is well sequenced. Staff know their pupils with special educational needs and/or disabilities (SEND) and support their needs well. The assembly, involving all Year 5 pupils, was an impressive example of this approach. Although pupils were nervous as they entered the hall, they presented confidently and with high expertise. They used drama, singing, playing instruments, computing, poetry, fact recall and comedy to illustrate their deep learning. Leaders have described clear intentions for the history curriculum, which are successfully implemented. The standard in history, and of writing in history, is high.

Computing is a strength of the school. The curriculum is very effective and is delivered sequentially. Computing excites pupils. They use the three-dimensional printer confidently. Quality resources support learning across all subjects. Knowledge builds over time, so pupils know and understand more about computing and its role in their lives.

Leaders have focused on developing reading. The school library and class library areas encourage a love of reading. A daily bell says when it is time 'to drop everything and read'. Staff plan learning to develop pupils' reading skills and improve pupils understanding of high-quality vocabulary. However, staff do not always apply the school's reading policy consistently. Staff sometimes miss learning opportunities, especially for younger and low-attaining pupils. Some teachers have gaps in their subject knowledge.

Leaders have created a strong curriculum in mathematics. Pupils develop secure skills, knowledge and understanding of calculation. Fluency in calculations is improving. The use of reasoning and problem-solving is developing. Some teachers do not use questioning effectively enough to check pupils' understanding, challenge misconceptions and plan next steps.

Pupils experience a full range of physical education (PE) opportunities. They learn and develop their skills in a planned and structured way. Pupils enjoy PE. Leaders are supporting the new subject leader to develop this curriculum area further.

Pupils can take on a wide range of roles and responsibilities. They become members of the school council or green gladiators. Leaders place importance on listening to, and valuing, what pupils have to say about their school. Pupils go on visits to a local farm, they go to museums locally and in London, and they experience live theatre.

Leadership is strong. Governors are very dedicated and regularly visit the school to see what is happening. The chair of governors goes on all school trips. All staff enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a strength of the school. Training is robust, and staff know what signs to look out for and who to speak to about any concerns. Leaders ensure that all pre-employment checks happen.

Pupils learn how to keep themselves safe. The school's work on e-safety has earned them a national award. E-Safety Champions help to raise awareness of e-safety rules. Pupils could confidently explain how to use the 'QR codes' to report any concerns or incidents of cyber bullying at home or in school. They know staff will follow up on these reports quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have developed a strong curriculum based on themes that excite and enthuse pupils. This is helping to raise standards and improve the progress pupils

make. Leaders should now ensure that staff follow school policies and processes for reading consistently. They should share the good practice found in the school, to support the continuous process of improvement.

- Leaders have developed the role of subject leaders so that they can enhance and lead their subject areas. This has resulted in some strong curriculum intent. Staff have implemented plans well. Leaders should now ensure that all staff have the subject knowledge, questioning and assessment for learning skills they need to help pupils achieve highly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	125605
Local authority	Warwickshire
Inspection number	10111691
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	Local authority
Chair of governing body	Andrew Wright
Headteacher	Amanda Delbridge
Website	www.croftjuniorschoolnuneaton.com
Date of previous inspection	13 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school runs a before- and after-school club.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher and other leaders. We met with teaching and non-teaching staff. We met with the chair and vice-chair of the governing body and spoke to a representative of Warwickshire local authority and a school improvement consultant.
- We met with key staff responsible for safeguarding. We checked the single central record and procedures for the recruitment of staff. We also discussed procedures and policies relating to safeguarding and the welfare of pupils, including attendance and behaviour.
- We visited a library session and a school assembly. We also looked at pupils' English, topic and science books. We spoke to members of the school council, from Year 5 and Year 6, to listen to their views of the school.

- We observed breaktimes and spoke to pupils informally throughout the inspection.
- We spoke with parents at the start of the school day. The lead inspector considered the 34 responses to Parent View and the 35 free-text responses. There were no responses to the pupils' questionnaire, but we did consider the 23 responses to the online questionnaire for staff.
- We visited the before- and after-school club.
- We studied the school's website and documentation, including that relating to governance, safeguarding, school improvement and evaluation, and pupil premium funding.
- A key focus for the inspection was the quality of education in reading, mathematics, history, computing and physical education (PE). We visited lessons with senior leaders, met subject leaders, looked at pupils' work and met with pupils and staff. We heard pupils read from Years 3, 4 and 6.

Inspection team

Tina Willmott, lead inspector	Ofsted Inspector
Dawn White	Ofsted Inspector
Michael Appleby	Ofsted Inspector

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