

Inspection of Crawley Green Infant School

Beaconsfield, Luton, Bedfordshire LU2 0RW

Inspection dates:	10 and 11 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils enjoy attending school. They appreciate their learning and time playing with their friends. Pupils have strong relationships with staff. They know that staff are there to help them if they need it. Pupils who are anti-bullying ambassadors support other pupils if there are any unkind behaviours.

Pupils engage well in their lessons. The school has high expectations for pupils' achievements. Pupils work enthusiastically in response to their teachers well-chosen learning activities and questioning. Most pupils achieve well.

Pupils behave well, overall. They respond appropriately to the positive praise or the gentle reminders that staff give them. Staff take a more personalised approach to pupils who have more challenging behaviour so that they learn to behave sensibly.

Pupils are accepting of everyone's differences. They develop a wider understanding of the world through visitors coming into school and trips. These have included African drumming workshops and trips to places of worship and to the pantomime. Pupils take pride in their leadership roles as they know they can make a difference. For example, the school councillors represented the school on a visit to Luton University. The 'Welcome Buddies' support pupils who are new to the school and country, helping them to settle in quickly.

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

The school has developed an ambitious and broad curriculum, starting in the early years. The early years curriculum has been designed to ensure that children are well prepared for Year 1. The curriculum ensures that pupils' learning builds over time. Staff have strong subject knowledge about the topics that they teach. They ensure that they review pupils' key learning and check what pupils can remember. This helps pupils to remember their learning well.

In most subjects, the school checks the implementation of the curriculum. However, in a few subjects this does not happen. As a result, the school does not know if any changes to the curriculum or additional training in these subjects need to take place.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are carefully identified and assessed to ensure that the right provision is in place. Staff are well trained to adapt the curriculum so that all pupils can access it. The school works with external agencies, when necessary, to ensure the right support is in place for pupils with SEND. For some pupils, the school has designed personal curriculums to ensure their needs are met. This personalised support ensures that these pupils achieve well.

The school prioritises early reading. This is reflected in the improving phonics screening check outcomes at the end of Year 1. All staff have been well trained and receive ongoing support, which ensures a consistent teaching of phonics throughout the school. Books are well matched to meet pupils' needs and phonics knowledge, so they can practise the

sounds they are learning. Any pupils who need additional support or are new to the school, receive it so they can catch up. There is a well thought through and diverse selection of books on offer to pupils, which broadens their outlook. They enjoy meeting and sharing stories with authors who visit. Most pupils are confident readers by the end of Year 2.

There are clearly established routines from the early years. Pupils follow the school's 'Behaviour Bees', which are their special rules. Pupils enjoy the routines of their lessons and participate well. Staff have received training on the behaviour approaches in the behaviour policy. However, there is not a consistent approach to how staff use them, which leads to some inconsistencies. Attendance is improving due to the systems and processes that the school has put in place.

There is a well-planned programme for promoting pupils' personal development. Through this, pupils have several opportunities to broaden their experiences, for example, by supporting the community garden and completing a colour run to raise money for the school. Pupils know how to stay safe, especially online.

Staff value the importance placed on their professional development. This enables them to support pupils effectively as well as develop their leadership skills. Some staff sometimes find it challenging to manage their workloads. However, when they ask for support, they get it. Governors know the school well and have high aspirations for all pupils. They carefully work with the school to effectively challenge as well as provide support. This means that all decisions are carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, the school does not have a clear enough overview of how effective the curriculum is. The school does not know if any amendments to the curriculum or any additional training are needed in these subjects so that they are taught as effectively as others. This means that pupils do not learn as well as they could in these subjects. The school should ensure that it checks that the curriculum is implemented as intended, so that it can make any adjustments to the curriculum that are needed to help pupils achieve as well as they could in all subjects.
- The school's policies to promote good behaviour are not implemented consistently. As a result, there are a small number of incidents of a few pupils disrupting learning, which has a negative impact on the learning of others. The school has further work to do to fully implement the behaviour policy to maximise the pupils' learning and ensure that all pupils are supported effectively to meet the school's high expectations of behaviour.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109702
Local authority	Luton
Inspection number	10336962
Type of school	Infant
School category	Foundation
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair of governing body	Danny Coppin
Headteacher	Gemma Shadbolt (co-headteacher) Ben White (co-headteacher)
Website	www.crawleygreeninfant.co.uk
Dates of previous inspection	4 and 5 June 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- There have been co-headteachers in place since September 2022. Only one was present for the inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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- Inspections are a point-in-time evaluation about the quality of a school’s educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with the members of the governing body and with the school improvement advisor from the local authority.
- The inspectors carried out deep dives in early reading, mathematics, computing, science, and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of work.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors also spoke to those responsible for behaviour, attendance, and personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors gathered and considered the views of pupils, parents and staff.

Inspection team

Katie Devenport, lead inspector

His Majesty’s Inspector

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