

Croft Primary School

Inspection report

Unique Reference Number	111179
Local Authority	Warrington
Inspection number	288883
Inspection dates	13 June 2007
Reporting inspector	Mr P Bamber

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	197
Appropriate authority	The governing body
Chair	Mr J Shelley
Headteacher	Mr S Smith
Date of previous school inspection	December 2001
School address	Mustard Lane Croft Warrington WA3 7DG
Telephone number	01925 764276
Fax number	01925 767783

Age range	4–11
Inspection date(s)	13 June 2007
Inspection number	288883

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Many of the pupils who attend this average sized village school come from relatively advantaged backgrounds. They are predominantly of White British heritage and very few pupils speak English as an additional language. The proportion of pupils entitled to a free school meal is well below average. There are an increasing proportion of pupils with learning difficulties and/or disabilities, which currently stands at the average level.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. There are aspects of its work that are outstanding. Parents speak very highly of the excellent care and support pupils receive and emphasize how happy their children are in school. Overall, pupils achieve well. They enter Reception with broadly average attainment and make good progress in all areas of their learning. As a result, many enter Year 1 exceeding the targets set for them. Although pupils in Key Stage 1 (Years 1 and 2) attain above average standards and make good progress in mathematics, the school acknowledges that their standards and achievement in literacy, which are currently satisfactory, need to improve. The school's leadership has put appropriate strategies into place to address this, but the impact of these have yet to fully result in higher standards and better achievement.

In Key Stage 2 (Years 3 to 6), pupils progress well in English, mathematics and science and by the time they leave school reach exceptionally high standards in all three subjects. Some outstanding teaching in this key stage contributes very well to pupils' good achievements. In addition, specialist teachers in French and music add considerable value to the quality of pupils' learning. Pupils' attainment is particularly high in science and mathematics. Those pupils with learning difficulties and/or disabilities make excellent progress because they have very well targeted teaching programmes and receive most effective support from dedicated teaching assistants.

Pupils' personal development is outstanding. They have extremely positive attitudes to learning and to the many out of class activities that they enjoy. The school's relatively recent provision of after-school clubs such as 'Fit-kids', specifically provided for younger pupils, has enthused those in Key Stage 1. The quality of relationships, both in and out of the classroom considerably enhances the very harmonious way in which pupils learn and play together. An example of this and the way in which older pupils very willingly take responsibility is the 'buddy/ mediator' role carried out by Year 6 pupils to ensure that all pupils have someone to play with. The high expectations set by senior leaders and teaching staff ensure that pupils work diligently and develop into sensitive, environmentally aware young citizens who are very concerned for their own and others' safety and good health. Pupils' well above average attendance and the high standards they attain in their basic skills prepare them very well for future life.

The school's outstanding procedures to ensure pupils' effective pastoral care and academic guidance make a significant contribution to their outstanding personal development. Pupils enjoy their lessons and play because they are rewarded for their good efforts in working hard and for contributing well to the school or the wider communities. The excellent care provided for pupils with learning difficulties and/or disabilities is understandably highly praised by parents and has a big impact on their very good progress. Parents positively attest to the excellent quality of the arrangements for preparing their children for entry to Reception and to the good progress they make as a result. The headteacher has a very positive influence on the outstanding quality of the school's environment. High expectations are set for the contribution of staff and pupils in raising standards and for making the school such a happy place in which to work.

The school was visited by one Additional Inspector for one day. The Inspector evaluated the overall effectiveness of the school and investigated the following issues: Achievement and standards; personal development and well-being; care, guidance and support. Evidence was gathered from the school's self-evaluation (SEF), national published assessment data and the school's own assessment records, policies and minutes of meetings, observations of the school at work, discussions with staff, pupils, parents, the chair of governors and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

What the school should do to improve further

- Ensure that in Key Stage 1, pupils' standards and achievements in literacy match the good quality of those in mathematics.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
The quality and standards in the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



14 June 2007

Dear Children

Inspection of Croft Primary School, Warrington, WA3 7DG

Many thanks to you all for the warm welcome you gave me when I visited your school recently. As you were keen to tell me, it is a good school. There are some things about it which are excellent. You play no small part in these. I was most impressed with how well behaved you were and by your keenness to learn and improve your work. The members of the school council told me how pleased they were about the new playground equipment that had just been installed, partly as a result of their suggestions. When I went into the playground you were all clamouring to use them. The attractive displays in your classrooms and around the school, the hard work some parents and the caretaker put into making the outside area so nice all send signals to you about how much the headteacher and the staff care about you. Those of you who need more help with your work do very well and this is another indication of how excellent the support is you all receive.

Overall, you make good progress with your work and by the time you leave Year 6 you reach very high standards. I have asked the school to make sure that the pupils' progress in Key Stage 1 is equally as good in reading and writing as it is in mathematics.

Yours sincerely

Mr P Bamber
Lead inspector