



# Crowle CofE First School

## Inspection Report

**Unique Reference Number** 116801  
**Local Authority** Worcestershire  
**Inspection number** 290638  
**Inspection date** 2 November 2006  
**Reporting inspector** Stephen Lake

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

<b>Type of school</b>	First	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		Crowle
<b>Age range of pupils</b>	4-9		Worcester WR7 4AT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01905 381206
<b>Number on roll (school)</b>	70	<b>Fax number</b>	01905 381206
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	N Gow
		<b>Headteacher</b>	Lynn Biggs
<b>Date of previous school inspection</b>	12 September 2001		

<b>Age group</b> 4-9	<b>Inspection date</b> 2 November 2006	<b>Inspection number</b> 290638
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a smaller than average school. All pupils are of White British origin and fewer than average are entitled to free school meals. Fewer pupils than average have learning difficulties or disabilities.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Parents' high regard for this school is justified. Crowle C of E First is a good school that is continuing to improve with some outstanding features. The good overall leadership and management, inspired by the outstanding leadership of the headteacher, has looked closely at the strengths and weaknesses of the school and correctly identified the areas that should be improved in order to raise standards and achievement even further.

Pupils achieve well as a result of the good teaching they receive. They attain standards that are above national expectations overall by the time they leave the school. Children's attainment on entry to school is broadly average. They make good progress in the Foundation Stage and start Year 1 well prepared for learning. Standards attained in writing at age seven are above average whilst standards in reading and mathematics at age seven are well above average. By age nine pupils' attainment is above national expectations in mathematics and well above in English. In Years 3 and 4, although progress in mathematics is satisfactory, pupils do not make as much progress as they make in English. The school has recently put measures in place to improve achievement in writing and mathematics although it is too early to judge their full effectiveness. The very high standards in reading enable pupils to learn effectively in other subjects and make a very good contribution to pupils' future economic well-being.

The good quality curriculum is rich and varied with an outstanding range of extension activities and is a key factor in the pupils' outstanding enjoyment of their education. Pupils are keen to tell you why they like school, especially when it is fun.

Pupils' personal development and well-being are good. They know how to stay healthy and safe and make an outstanding contribution to the community. Their spiritual, moral, social and cultural development are good.

The school cares for the pupils well and takes great care to ensure their safety. Child protection procedures are robust. The good procedures for assessing pupils' progress are used well to guide and support pupils and set targets for improvement that are shared with parents.

The leadership and management of the school are good. The outstanding leadership of the headteacher is supported by a strong and effective team of staff and they work together well. Combining effectively with governors, they have developed very strong procedures for finding out what is working well in the school and used these to correctly identify areas for further development. They also set challenging targets for school improvement. Governors exercise their responsibilities well and are actively involved in checking on school improvement. The good improvement since the last inspection indicates that the school has a good capacity to improve further.

### What the school should do to improve further

- Raise standards in writing at age seven to match those in reading.

- Improve pupils' skills in problem solving in mathematics in Years 3 and 4 to match that in English.

## **Achievement and standards**

### **Grade: 2**

Pupils are achieving well overall, although there are a few small areas in which they could do better. Attainment on entry is in line with national expectations. Children achieve well in the Foundation Stage and enter Year 1 with standards that are above average. In particular children are prepared well for learning, which contributes well to the good overall progress that they make in Years 1 and 2. Pupils do particularly well in reading as a result of the very good teaching in this area. By the end of Year 2 standards are well above average overall with standards in reading particularly high. Progress overall is good as a result of very good progress in reading and mathematics. Although standards in writing are above average, progress in this area is satisfactory as the approach to phonics is not fully embedded across the school. The school has already identified this as a key area to improve.

In Years 3 and 4 all pupils, including those with learning difficulties or disabilities, continue to make good progress overall and by the time pupils leave the school at age nine standards are above national expectations and well above in reading. However, the progress made in mathematics, although satisfactory, is not as good as that made in English. The school has correctly identified that pupils' problem solving skills need to be better to enable higher achievement. The high standards in English are reflected in good standards seen in other subjects of the curriculum.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including their spiritual, moral and social development, is good. Their cultural development is satisfactory. The personal, social and emotional development of children in the Foundation Stage is good and prepares them well for learning when they enter Year 1. Pupils behave well, show respect for others, work together harmoniously and show a satisfactory understanding of other cultures. Attendance is good. Pupils are keen to come to school and their enjoyment of learning is outstanding.

An outstanding feature of this school is the involvement of pupils in the community through the school council. They take on an impressive range of responsibilities. Pupils' opinions are sought and acted upon weekly through a special assembly. Pupils say 'Assembly is the most important part of the school, where everyone can put forward ideas and discuss them as a whole school.' The skills gained through this process and the high standards attained all make a strong contribution to pupils' future economic well-being. Pupils feel safe and well cared for as a result of the good guidance and support they receive. They know how to stay healthy. They know what foods to eat and understand the importance of exercise.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good with some outstanding features. Teachers work in close partnership with teaching assistants to ensure that all pupils are included. They make outstanding use of information and communication technology (ICT) to support pupils' learning. High quality questioning challenges and motivates pupils and the obvious enthusiasm of the teachers makes learning enjoyable. The school has identified that assessment information needs to be used more effectively to improve learning and has implemented new procedures. Strategies for improving the teaching of writing through better use of phonics are in place and greater attention is being given to provide opportunities for problem solving in mathematics. Although it is too early to judge the full effectiveness of these strategies they are beginning to have an effect and raise standards.

### Curriculum and other activities

#### Grade: 2

The good quality curriculum makes good use of links between subjects that contribute well to the good achievement of pupils, and makes learning enjoyable. Children in the Foundation Stage have a rich and varied curriculum. The good quality planning with other schools locally ensures that pupils in Key Stage 2 build upon their learning without repetition when they move to the middle school. The mathematics curriculum has been reviewed in order to raise attainment, and a new scheme implemented which focuses more effectively on problem solving. A recent move to extend 'Jolly Phonics' across the school is helping raise standards in writing but this is not fully embedded yet.

The programme of activities both during school time and out of school is very good. A wide range of clubs both at lunchtime and after school is impressive for a small school. A particularly strong feature is the 'Forest School', which not only provides stimulation across many subjects but also makes a very good contribution to pupils' personal development. 'It's great', said a pupil. The quality of the curriculum is a key factor in the outstanding level of interest and enjoyment of pupils.

### Care, guidance and support

#### Grade: 2

The quality of care, guidance and support is good. Pupils and families are known well by staff who take great care to make sure pupils are looked after. Pupils confirm that they feel safe and are not worried by any bullying: 'Everyone gets on well at this school', one said. The good guidance contributes to pupils' good behaviour. Risk assessments are of good quality and child protection and health and safety procedures are robust with excellent, clear documentation to support each area. Healthy snacks

are provided and a new school meal system has just been introduced, helping pupils to see the benefits of healthy eating.

The detailed and effective system of recording pupils' progress is used well to provide challenging targets for pupils. The better use of assessment in writing has already caused achievement to improve. However, the school has identified the need to develop the way in which assessment is used to further improve pupils' learning in all subjects especially problem solving in mathematics. Marking and comments from teachers provide good guidance to pupils on how to improve their work.

## **Leadership and management**

### **Grade: 2**

The good quality leadership and management is a key factor driving forward school improvement and ensuring that achievement continues to rise. The headteacher's outstanding leadership is complemented well by the strong team of teachers and other staff. The headteacher and subject coordinators have strong and effective procedures for evaluating the effectiveness of the school and developing a good quality improvement plan designed to bring about further improvement. This is central to the continual rise in attainment and improving achievement that is taking place, although some of the targets in the plan do not have clearly enough defined completion dates. The governance of the school is good. Governors are very involved in the life of the school, visiting regularly and helping check the implementation of initiatives. The budget is managed well and spending clearly linked to the priorities of the school. Parents' and pupils' views are sought regularly and taken into account. For example, the introduction of hot meals was a response to parental suggestions.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

### The quality of provision

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

<sup>1</sup> 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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	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

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## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us welcome in your school and telling us about the things you like.

We agree with you that you go to a good school that helps you learn well and gives you interesting things to do. We thought that your enjoyment of school is outstanding.

The reasons why your school is good are that your headteacher gives excellent leadership and the school is managed well. You are taught well and your teachers look after you very well and help you keep safe and learn. You are doing well and the standard of your work when you leave the school is above that normally found at this age. Your reading is exceptionally good.

You make an outstanding contribution to the school through your school council and the discussions in assembly. You behave well, you know how to keep healthy and you are helped to do well after you leave school.

We have asked your school to help you do even better in writing at age seven and in mathematics in Years 3 and 4. You can help by making sure that you work hard at solving the problems that they set you in mathematics.

Thank you again and good luck as you work to make your school even better.