



# Richard Crosse CofE (A) Primary School

Inspection Report

**Unique Reference Number** 124338  
**Local Authority** Staffordshire  
**Inspection number** 292963  
**Inspection date** 15 November 2006  
**Reporting inspector** Ted Wheatley

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

<b>Type of school</b>	Primary	<b>School address</b>	Crawley Lane
<b>School category</b>	Voluntary aided		Kings Bromley
<b>Age range of pupils</b>	3-11		Burton-on-Trent DE13 7JE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01543 472245
<b>Number on roll (school)</b>	112	<b>Fax number</b>	01543 473645
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Diane Swift
		<b>Headteacher</b>	Paul Lovern
<b>Date of previous school inspection</b>	1 July 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a small school and pupils come from almost entirely White British backgrounds. The proportion of pupils with learning difficulties or disabilities and statements of special educational need is below average. Very few pupils are entitled to free school meals.

## **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 with some outstanding features. Pupils achieve well to reach above average standards. Children in the Foundation Stage make good progress due to the good provision, the great majority attaining or exceeding the expected levels by the time they begin Year 1. Good achievement is due to the high level of commitment by all staff to helping all pupils achieve well, whatever their background or prior attainment.

The school is well led and managed. The very enthusiastic leadership and commitment of the headteacher provide a constant drive to raise standards. He is well supported by dedicated teachers and other staff. The school has a good view of its own strengths and weaknesses and is particularly sharp in identifying underachievement. For the most part it is effective in introducing strategies to help pupils perform better than they have in the past. While this has had a positive impact on improving teaching, there are still some identified weaknesses that have not been dealt with rigorously enough. For example, checking on how well pupils are doing in lessons is not always done regularly. This sometimes mean that pupils work for too long under misapprehensions and this slows their progress, and pupils' own assessments of how well they have progressed are not always secure.

Despite these occasional weaknesses, teaching is good, with challenging work that is well matched to pupils' learning needs. Work is interesting and the good curriculum engages pupils' attention, encouraging hard work and outstanding attitudes and behaviour. The range of activities that enrich the curriculum is extremely good and helps sustain pupils' enthusiasm for school. The quality of care, support and guidance is good and leads to pupils' good personal development, including excellent involvement in activities run by the local community. The Christian nature of the school is evident in the caring way that adults and pupils treat each other and show concern for those less fortunate than themselves. Pupils' spiritual, moral and social development is excellent. They have a very good knowledge of their own cultural traditions, but their understanding of the beliefs and traditions of other cultures found in Britain are extremely limited.

The school buildings provide an extremely good learning environment for pupils. This is largely due to the considerable drive of the headteacher to improve them and with the very good support of governors and parents to do so. The buildings are well maintained and the school is a safe and secure place for pupils to learn in.

### What the school should do to improve further

- Make sure that the areas for improvement in teaching that the school has identified are fully implemented.
- Provide opportunities for pupils to find out about the beliefs and traditions of the wide range of other cultures found in Britain today.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils achieve well. Children enter Reception with broadly expected levels of skills. There is a trend that children have strengths in social skills and speaking and listening but not in their writing skills. Children achieve well and by the end of Reception the great majority of children have met or exceeded the expected levels.

In Years 1 and 2 and in Years 3 to 6 standards are above average and frequently well above average. Pupils achieve well and some very well. Teachers plan work carefully to meet the needs of all pupils, taking into account pupils' prior attainment, age and experience. Pupils with learning difficulties and higher attainers are well supported and make good progress towards their targets.

In the end of Year 2 national tests in 2006 results were broadly the same as the previous year but pupils made good progress based on their prior attainment. The results of end of Year 6 national tests in 2006 were better than in 2005 and pupils' progress was good. The results in mathematics improved significantly and were similar to those in English. Pupils with learning difficulties performed well and over half of higher attainers reached the highest levels possible in Year 6.

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

### **Grade: 2**

Pupils enjoy school and their attendance is good. They are enthusiastic learners. One parent commented, 'My child doesn't want to come home!' Relationships are very good. Pupils like their teachers and receive good support. Teachers give pupils clear targets and the great majority of pupils know how to improve their work. Older pupils take on responsibilities readily, develop a sense of citizenship and regularly support others, for example, as playground buddies. The school takes the work of the school council seriously and readily responds to their suggestions. However, there is an inconsistent approach to the gathering of pupils' views in classes, limiting the impact of this.

Pupils develop outstanding spiritual, moral and social skills. Close, effective links with the church and promotion of Christian values result in caring, thoughtful children. Attitudes and behaviour are excellent, resulting in a very harmonious, busy school. The school's links with the village and local community are outstanding and broaden pupils' learning. For example, pupils contributed to Remembrance celebrations and to the local horticultural club. Pupils' knowledge of their own cultural heritage is good. However, pupils' understanding of the beliefs and customs of other cultures is inadequate. Pupils have satisfactory understanding of economic issues through, for example, organising a stationery shop. They understand the importance of a healthy lifestyle and know how to stay safe.

## Quality of provision

### Teaching and learning

#### Grade: 2

Throughout the school pupils enjoy their learning because teachers provide interesting and relevant lessons. Activities are generally challenging; they engage pupils who then concentrate and listen carefully. Teachers manage pupils' behaviour well. Other adults are used very effectively, supporting small groups of pupils in lessons and enabling them to achieve well. Pupils with learning difficulties and disabilities make good progress because of this effective support.

Teachers' marking is mostly informative, setting pupils targets and giving guidance on how to improve their work. Occasionally, teachers do not vigilantly monitor pupils' work when they work by themselves and opportunities are missed to correct misunderstandings. Worksheets are sometimes used too much, limiting opportunities for pupils to independently organise their work.

### Curriculum and other activities

#### Grade: 2

Throughout the school all subjects are well planned and meet the needs of all pupils. There is an excellent range of visitors, visits and other activities that enrich the curriculum. Provision for pupils in the Reception class is good and children make a good start to their learning, achieving well.

There are good opportunities to apply literacy and numeracy skills and teachers use the school's limited space and facilities for ICT well, leading to satisfactory development of pupils' ICT skills. Pupils' work is displayed attractively giving real esteem to their efforts and providing a stimulating environment. The programme for personal, social and health education places a good emphasis on healthy lifestyles and resolving personal problems.

There is a good range of sports, music and drama clubs and other activities outside of lessons. Pupils are keen to be involved and the school makes sure they have opportunities to join at least one activity.

### Care, guidance and support

#### Grade: 2

The school takes good care of its pupils. In this small school, all pupils are known individually and any problems are sympathetically and quickly addressed. The warm, friendly ethos enables pupils to feel secure and happy. Procedures for child protection are good and health and safety assessments are rigorously upheld. Pupils know where to get advice and say all adults are helpful. Academic guidance is good although, in a small number of lessons pupils receive insufficient guidance when working on tasks and mistakes go unnoticed.

Pupils with learning difficulties or disabilities are well supported by teaching assistants. However, occasionally, their individual learning plans lack sufficient detail.

## **Leadership and management**

### **Grade: 2**

The headteacher makes it very clear that raising the standards achieved by all pupils is central to the school's improvement. The school's self-evaluation is thorough and accurate and several changes have been introduced to improve standards. For example, identifying the reasons for lower results in mathematics at the end of Year 6 in 2005 led to teachers helping pupils develop strategies to check their own work, leading to significant improvement in results in 2006. However, while evaluation of teaching is thorough, the rate of improvement has not been quite fast enough. For example, teachers do not consistently monitor how well pupils do in lessons.

Governors are well informed and provide good support and challenge to the headteacher. The school's plans for improvement are good. The school has improved since it was last inspected and the capacity for further improvement is good.

The school has good communications with parents and carers. It takes their opinions and those of pupils into account when planning changes.

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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	1
The attendance of learners	2
How well learners enjoy their education	2
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

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

We very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around school and helped us to gain a clear impression of your school. You told us that you think you go to a good school and we agree with you; it is a good school.

The best things about your school are:

- You make good progress as you go from class to class and get good results in national tests.
- Your attitudes to school and the way you behave are excellent. You really enjoy school and your attendance is good.
- The headteacher is very keen to make sure you do really well at school. He has a very good view of how the school could be even better and he is well supported by other teachers and adults.
- Your school buildings are attractive, well cared for and have interesting displays that help your learning.
- The school takes good care of you and teaches you about healthy lifestyles.
- Teaching is good. Teachers are good at making sure work you do helps you learn well.
- The way you join in the wide range of activities and clubs the school has is excellent.

To improve things further, we have asked the school to:

- Make sure that the areas of teaching which the school knows could be better are quickly improved
- Make sure that you learn about the religions and ways of life of the wide range of people who live in Britain.