



Crudwell CofE Primary School

Inspection Report

Unique Reference Number 126319
Local Authority Wiltshire
Inspection number 294642
Inspection date 22 November 2006
Reporting inspector David Curtis

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

Type of school	Primary	School address	Crudwell
School category	Voluntary controlled		Malmesbury
Age range of pupils	4-11		SN16 9ER
Gender of pupils	Mixed	Telephone number	01666 577357
Number on roll (school)	91	Fax number	01666 575397
Appropriate authority	The governing body	Chair	Ian Churchill
		Headteacher	Helen Cooper
Date of previous school inspection	15 November 2005		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a popular small village primary school and numbers on roll are increasing. Most pupils are of White British heritage. With very small year groups, attainment on entry varies from year to year. The trend shows that it is broadly average. The proportion of pupils with learning difficulties and disabilities is below the national average. In the last two years there have been significant changes in the teaching staff. The headteacher has been in post since April 2005. The previous inspection report in November 2005 gave the school a 'Notice to Improve' because pupils made inadequate progress in Reception and in Years 1 to 3.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'We have a lovely, well-resourced school which is a credit to the governors, staff and in particular the children'. The views of one parent tell the story of this good school, with its several outstanding features. At the heart of the school's success is good leadership and management which is dedicated to continuous school improvement. The vision, drive and determination of the headteacher have been instrumental in the transformation of the school since its last inspection. This transformation is clear evidence that this school has an outstanding capacity for further improvement.

As a result of outstanding provision in the Foundation Stage, all children make good progress and meet or exceed the goals they are expected to achieve by the end of Reception. Good teaching ensures that pupils make good progress from Year 1 onwards. Their achievement is good and by the end of Year 6, they reach well-above-average standards in reading, mathematics and science. In writing, standards are broadly average. The school is addressing this issue rigorously and it is central to the current school improvement plan.

Good teaching and a good curriculum, together with outstanding care, guidance and support, are the key factors contributing to pupils' outstanding personal development. Behaviour is exemplary. Pupils enjoy school and all it offers them. This is shown in their above-average attendance. They work hard in lessons and show great care and empathy in supporting each other in lessons and at break times. Pupils are prepared exceptionally well for the next stage of their education, although their awareness of life in multi-cultural Britain is not as strong as it should be. The school has identified this as an area for improvement.

Pupils enjoy their lessons, especially those which are fun and have a practical element. As one Year 6 pupil said, 'We learn most when we experiment ourselves'. In lessons, work is matched carefully to each pupil's needs. As a result, they are enthusiastic learners who relish new challenges and make good progress.

The successes of the last year are linked to the school making a number of very good teaching appointments, and to the very good support provided by the local authority. Governors now have a detailed and thorough understanding of the school's strengths and areas for development. The governors' role in monitoring the work of the school supports and enhances the effective analysis by the headteacher of pupils' progress and achievement. Within this small school, each pupil is tracked carefully to ensure he/she makes good progress. If a pupil is shown to be falling behind, immediate and effective action is taken to support him/her.

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

What the school should do to improve further

- standards of writing by adopting a more consistent approach to the teaching of spelling, grammar, punctuation and handwriting.

- pupils' awareness of life in multi-cultural Britain.

Achievement and standards

Grade: 2

Because of significant improvements in the quality of provision, children's achievement in Reception is now good. By the end of Reception, all children meet the goals expected for their age, with a third exceeding them. Good teaching means that the good start made in Reception now continues from Year 1 onwards. By the end of Year 2, achievement is good. Standards in reading, writing and mathematics are now above average and considerably higher than in previous years.

By the end of Year 6, standards are well above average in reading, mathematics and science, and pupils' achievement in these subjects is good. Standards in writing are broadly average, with handwriting, spelling, grammar and punctuation being weaker. The school has identified from its own accurate self-evaluation that standards in writing need improving. Pupils with learning difficulties achieve well because of effective planning to meet their needs. In addition, they receive very good support from dedicated teaching assistants.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is good. They have a strong sense of right and wrong and show great empathy for each other and for those less fortunate than themselves. This was very evident in their reaction to a talk on homeless people given by a member of a leading national charity. From their very first day in Reception, children build strong relationships with each other and with older pupils through an excellent 'buddy' system. Their understanding of life in multi-cultural Britain is not as well developed as their knowledge of their own heritage.

Pupils love sport and for the Year 6 pupils spoken to, it is their favourite subject. This reflects their great enthusiasm for keeping fit and healthy. Pupils have an excellent understanding of the importance of healthy eating and take great delight in being awarded stickers for making the right choices at lunchtime. They have a strong understanding of health and safety shown, for example, by the sensible and careful way they put tables and chairs away after lunch. Pupils take great pleasure in taking part in community events, such as the Malmesbury Carnival.

Quality of provision

Teaching and learning

Grade: 2

Outstanding teaching in Reception is the key factor contributing to children's good achievement. Lessons are exciting and stimulating and children are challenged at all

times to give of their best. In Years 1 to 6, teachers' planning meets the needs and interests of all pupils well. As a result, pupils make good progress and say they enjoy their lessons. Pupils particularly enjoy lessons in which they are active and which link subjects such as literacy and history together. They respond well to short lesson introductions that enable them to have a clear understanding of what is expected of them. In a Year 4 numeracy lesson, every pupil was totally engrossed in their work and all made very good progress in doubling prices of articles because the level of challenge was spot on.

Teachers' marking is thorough and gives pupils a clear understanding of what they need to do in order to improve. However, teachers are not consistent in their approach to addressing errors in punctuation, spelling and grammar. As a result, pupils repeat mistakes and this hampers their progress in writing.

Curriculum and other activities

Grade: 2

The curriculum for children in Reception is much improved and fully meets the requirements for each area of learning. As a result, children's achievement is now good. In Years 1 to 6, the curriculum fully meets the requirements of the National Curriculum. The way teachers' planning links different subjects together contributes well to pupils' enjoyment and achievement. Pupils benefit from a good range of visitors to the school, educational visits and extra-curricular activities.

Care, guidance and support

Grade: 1

The school complies fully with all of its statutory responsibilities for child protection and for safeguarding its pupils. This is a school where every child is known as an individual and is supported most effectively both personally and academically. The school has excellent procedures for assessing pupils' progress three times a year. Strengths are identified, as are areas for improvement, which are then shared with pupils and their parents. From Reception onwards, children know and explain their own targets. In Year 6, pupils particularly value targets in literacy and numeracy because, as they say, 'These are the most important subjects we have to learn'. The support for pupils with learning difficulties is excellent.

Leadership and management

Grade: 2

In the last year the headteacher has worked tirelessly and effectively to make the school what it is today. She has made some excellent teaching appointments that have contributed to significant improvements in the quality of teaching from Reception to Year 3. In turn, this has led to much-improved achievement and standards. The most significant strength of the headteacher is her consistency of high expectation of staff, pupils, governors and parents in developing the school. Equally, she is prepared at all

times to share these expectations by leading from the front, be it a lesson or how governors should challenge her in meetings.

Through rigorous self-evaluation and analysis of pupils' performance, this is a school that knows itself well. It knows exactly how well it is doing and what needs to be improved. It recognises the need to further develop the role of subject leaders so that they have a greater understanding of standards and achievement. Equally, it knows that as a small school everything cannot be done overnight. As a result, the school improvement plan rightly focuses on the key areas that will move the school forward.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
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	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 the 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

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

Thank you very much for welcoming us to your school. We would like to thank the school council and the six of you from Year 6 who kindly gave up part of your lunchtime to meet us. You go to a good school which has some outstanding features. As pupils, you are very much part of your school's success because you enjoy being there so much. These are some of the things we thought were especially good:

- You make good progress in your learning, and the work you do, except in writing, this is much better than in many schools.
- Your behaviour is excellent and you get on really well with each other.
- You enjoy lessons, especially those in which subjects are linked together, such as literacy and history.
- You feel safe and well cared for in school and know how well you are doing.
- Your school is well led and managed and you respond well to the very high expectations the school has for both your work and your behaviour.

We have asked your teachers to help you improve your handwriting, spelling, grammar and punctuation. You could help by checking your own work more carefully. We also think that your understanding of the different cultures and faiths in Britain should be better.

It was a pleasure to be in your school and to meet you. You are a credit to your school.