

# Crowle Primary School

## Inspection report

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<b>Unique Reference Number</b>	117735
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312686
<b>Inspection dates</b>	7–8 July 2008
<b>Reporting inspector</b>	Gordon Potter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	244
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Bint
<b>Headteacher</b>	Mrs Anna Cvijetic
<b>Date of previous school inspection</b>	1 February 2005
<b>School address</b>	Manor Road Crowle Scunthorpe DN17 4ET
<b>Telephone number</b>	01724 710312
<b>Fax number</b>	01724 710312

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average size school. The vast majority of pupils are of White British origin. The proportion of pupils eligible for free school meals is average. A below average proportion of pupils has learning difficulties and/or disabilities and an above average number has a statement of special educational need. Very few pupils are from minority ethnic groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Crowle Primary School is a good and rapidly improving school. It is at the heart of the community. It gives its pupils good care and support so they are happy, behave well and show enthusiasm for learning. As one parent said, 'All pupils are loved and cherished.' Staff help pupils to feel safe and secure in school and make lessons interesting. Parents strongly appreciate this and the way that, as another said, 'Every child in this school is allowed to shine.' Clear target setting has been effective in enabling pupils to make good and rapidly improving progress.

Effective action has been taken to improve the quality of teaching and learning. This is now good and makes a major contribution to improvements in pupils' progress. A developing strength of learning is the way pupils are encouraged to see the links between subjects to support their writing, but there are too few opportunities for pupils to use information and communication technology (ICT) in lessons to support their learning in other subjects. The good curriculum is enhanced by an excellent range of activities that often take learning beyond the classroom.

Year 6 pupils who took the national tests in 2007 entered the school with skills that were well below those typical for their age. They left with standards which were below average. However, evidence from the inspection and from the school's detailed tracking data indicates that standards have risen and are broadly average and that pupils' achievement is now good across school. Nevertheless, the development of writing skills tends to lag behind other key skills, especially amongst boys and also in Key Stage 1.

Good relationships and sensitive support from caring staff promote pupils' good personal development. Pupils know that there is always someone to turn to if they need help. Attendance is average and slowly improving. Pupils' behaviour is good and contributes to everyone's enjoyment of school. They readily take on responsibilities, such as being school council members or playground helpers. Members of the school council are proud to have been involved in the improvement of playtime activities. Pupils have a good understanding of how to keep healthy and stay fit as the school strongly promotes these qualities. The school's encouragement of pupils' basic skills in literacy and numeracy is better developed than the promotion of their computer skills. Nevertheless, combining good academic progress with good personal development, pupils are being well prepared for the future.

Leadership and management are good. The effective leadership of the headteacher and deputy headteacher has brought stability and renewal to the school. Ably supported by management at all levels, they have had a good impact on raising pupils' achievement. They have motivated staff to make lessons exciting and relevant and encouraged pupils to work hard to improve their work. Strong teamwork is in place and the headteacher encourages all teachers to develop their leadership roles. There is a clear understanding of the school's strengths and weaknesses. Highly effective actions already taken demonstrate that the school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 1

The Foundation Stage is outstanding. It is exceptionally well led and managed. Most enter the Nursery class with skills well below what is typical for their age, especially in communication, language and literacy and in social and emotional development. There are also some very able children in Nursery and Reception and appropriate provision has been devised so that all children

can make outstanding progress in all areas of learning. Children make rapid and outstanding progress. They reach and a few exceed the level expected by the time they start in Year 1. Children are well nurtured and cared for in a safe and stimulating environment. They work and play well together and confidently talk about their work. Strong links with parents, especially through 'Stay and Play' sessions, help parents to see how happy their children are and how they thrive in the Foundation Stage setting. Teaching is excellent. A major strength is the richness of activities and the promotion of choice. The curriculum is extremely well planned with an outstanding range of indoor and outdoor activities that excite and enthuse children and support new learning.

### **What the school should do to improve further**

- Raise standards in writing across the school, but especially for boys and in Key Stage 1.
- Embed ICT across the curriculum to support pupils' learning in other subjects.

### **Achievement and standards**

#### **Grade: 2**

Improved provision throughout the school means that pupils now make good progress. The school's meticulous data indicate that standards in English, mathematics and science have risen and achievement is now good. Pupils with learning difficulties and/or disabilities make equally as good progress as their peers.

Pupils currently in Year 2 did not benefit from the excellent provision now seen in the Foundation Stage. They make satisfactory progress. Although standards are improving they remain below average especially in writing. The results of the past two years' Year 6 national tests have shown standards that were broadly average in 2006 and below average in 2007. Evidence seen during the inspection indicates that standards are rising in Key Stage 2 and are now broadly average in English, mathematics and science. Recent initiatives to improve pupils' writing across the school have led to pupils making good progress but this has not yet had time to impact on overall standards.

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

#### **Grade: 2**

Pupils' personal development and well-being are good. Pupils are friendly and socialise well. Their spiritual, moral, social and cultural development is good, including the appreciation of other cultures. Pupils develop a good appreciation of right and wrong and they behave well. They thoroughly enjoy school and are keen to learn. Attendance is broadly average. There are good links with the community, including initiatives to improve the environment. Pupils have a good understanding of the importance of keeping safe and adopting healthy lifestyles, especially through their choice of meals and in their enthusiasm for exercise. There are good opportunities for pupils to exercise responsibility, for example, as members of the school council and as play leaders. By progressing well in their studies and developing their social and collaborative skills, pupils are being prepared well for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers clearly identify expected outcomes to help pupils understand what is expected of them. This enables pupils to make good progress in lessons. Good levels of challenge are well matched to pupils' prior attainment and engage and motivate pupils in their learning. As a consequence, pupils feel highly valued and are eager to learn and progress as well as they can. Pupils are encouraged to become independent learners and to work collaboratively with others. Particularly effective is the use teachers make of questioning and dialogue to extend pupils' thinking and to check that they have made progress. Teachers use interactive whiteboards well to promote learning but not enough use is made of other computers to support this learning. Astute marking helps pupils to be clear about their targets and know what it is that they need to do to improve their learning, especially in writing. Teaching assistants provide very good support and use their initiative well to sustain pupils' learning.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is broad and balanced and meets all statutory requirements. Pupils are encouraged to see the links between learning in different subjects and this is having a positive impact on their writing. Cultural links with French and Chinese schools broaden pupils' horizons and their understanding of other ways of life. Pupils in Years 5 and 6 study a modern foreign language. Great emphasis is placed upon the teaching of basic skills of literacy and numeracy. The provision for teaching ICT is satisfactory but there is a need to embed the use of ICT across the curriculum to support pupils' learning in other subjects. Vibrant enrichment activities, such as visits to the British Museum and Liverpool, enhance pupils' learning in history and geography. Provision for creative subjects is less well developed. Pupils enjoy an excellent range of extra-curricular activities. They speak with enthusiasm of the field trips they make and the wide variety of sports and clubs available to them, such as language club and scrabble.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. All staff know the pupils well and care deeply for them. Strong relationships with outside agencies ensure that the needs of all learners are addressed. Nearly all parents are supportive of the school and appreciative of what it does for their children. Provision for pupils with learning difficulties and/or disabilities and those seen as more vulnerable is good. Needs are quickly identified and addressed and the impact of intervention accurately measured. The safety of pupils is paramount and all safeguarding measures are observed. The development of the social and emotional aspects of learning as a part of the curriculum contributes to the pupils' good personal development. Good transition arrangements ensure that pupils are well prepared for entry to school and for the next stage of their education. Reports to parents are informative and include information about how pupils can improve their work. Rigorous tracking and assessment of academic progress have helped teachers to plan work that meets pupils' individual needs.

## Leadership and management

### Grade: 2

Leadership is good. It is focused rigorously on improving teaching and learning and the quality of pupils' experience of school. The headteacher, ably assisted by the deputy headteacher, has brought stability to the school and revitalised it. Whilst this has yet to impact fully on standards and achievement in national tests, the school is strongly placed to improve further. The headteacher's vision of distributive leadership has motivated and empowered all staff. The extended senior leadership team, including key stage leaders and subject co-ordinators, is providing very clear direction to ensure that all pupils achieve equally well. They are empowered to make changes and know they are accountable. The school's development plan is a very useful working tool. It is based on accurate self-evaluation of the school's current position and tracks initiatives and their success. It is clearly linked to providing professional development for staff and they thrive on it. The school is very effective in using outside agencies to enhance provision. Governance is good and improving because the chair and vice-chair offer strong leadership and have a clear view of the school's position and potential. The governing body is supportive of the school and is rapidly developing its monitoring role.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### 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?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

9 July 2008

Dear Pupils

Inspection of Crowle Primary School, North Lincolnshire, DN17 4ET

On behalf of the team, thank you so much for making us welcome when we inspected your school. Crowle Primary School is a good and improving school. The headteacher leads the school well and all your teachers want you to succeed in all that you do.

We were pleased to see that you work hard and do your best. You come to school on time and you behave well in lessons and in the playground. We think that your behaviour is good. We found that you are very polite and helpful and we enjoyed talking to you about your school. The teaching that you receive is good and this helps you to make good progress. You told us that you enjoyed coming to school and that you liked your teachers. You said you appreciated the experiences the school provides for you like the visits to outdoor centres and sporting activities. Your parents and carers like the school very much, especially the way your teachers care for you and help you to enjoy your learning.

We have asked your teachers to do two things to make your school even better.

- Help you to improve your test results in your writing.
- Give you more opportunities to use ICT in your lessons.

You can help by always doing your best. Thank you for all your help and I wish you every success in all you do in the future.

Yours sincerely

Gordon Potter

Lead inspector