

# Crick Primary School

## Inspection report

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<b>Unique Reference Number</b>	121812
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314107
<b>Inspection dates</b>	17–18 September 2008
<b>Reporting inspector</b>	Paul Edwards

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	177
Government funded early education provision for children aged 3 to the end of the EYFS	21
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dan Bunker
<b>Headteacher</b>	Janet James
<b>Date of previous school inspection</b>	24 January 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Road Crick Northampton NN6 7TU
<b>Telephone number</b>	01788 822633
<b>Fax number</b>	01788 823706

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<b>Age group</b>	4–11
<b>Inspection dates</b>	17–18 September 2008
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average primary school, with six classes, draws its pupils mainly from the local area. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is similar to that seen nationally. The percentage eligible for free school meals is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Crick Primary School provides a satisfactory education for its pupils. Parents are right to be pleased with the way their children are cared for. Parents confirm the views of pupils who say they are very happy in school. The comments of one child was typical when she said, 'You get a sense of happiness when walking round the school.' Whilst progress since the last inspection has been satisfactory overall, there have been some significant improvements, particularly in the provision made for children in the Early Years Foundation Stage (EYFS) and in the behaviour of pupils.

Pupils attain standards that are broadly average by the end of Year 6 and, overall, achievement is satisfactory. Throughout the Reception class, children make good progress, so that an above average proportion of pupils attain the goals expected for their age. Throughout the school, pupils with learning difficulties and/or disabilities achieve well, the result of early identification of their needs and consistently good, well-targeted support. From Year 1 to Year 6, most pupils achieve satisfactorily in the key areas of literacy and numeracy. However, the school rightly recognises that achievement is not consistent and that pupils should do better, particularly in their writing. Pupils' skills in science have improved because pupils are now provided with more opportunities to undertake practical investigations.

Whilst the overall picture of teaching is satisfactory, there is evidence of good practice in the school. Children in the Reception class are provided with a good start and make good progress in all areas of learning, the result of consistently good teaching. Elsewhere, teachers do not make sufficient use of the growing amount of information about how well the pupils are doing to pitch the work at the correct level. In particular, the use of day-to-day assessments is not sufficiently rigorous to ensure all pupils make the progress of which they are capable. Although there are some good examples, marking too often fails to identify what the pupils should do next to improve their work. Staff look after the pupils well and, consequently, they feel safe. Pupils say that bullying is rare and are confident that adults will deal with it effectively should it occur.

The otherwise satisfactory curriculum is enriched by a good range of clubs, activities, visitors and visits that stimulate the pupils' enthusiasm for learning. There are good links with the church and developing links with the village community. Pupils' enjoyment of school is reflected in their good attendance and punctuality. Their behaviour is good, both in lessons and in the playground. Pupils have a good understanding of the need to follow a healthy lifestyle, try to eat healthily and many participate in the good range of physical activities on offer. They thoroughly enjoy the 'Activate' sessions that take place in classes each day. Pupils are keen to take on responsibility and the school council takes an active role.

Leadership and management are satisfactory. The subject leaders have successfully introduced the revised strategies for literacy and numeracy, and improved tracking procedures are now providing a clearer picture of how well pupils are achieving. The senior leaders have correctly identified the uneven progress made by pupils and that assessment information is not being used sufficiently well by teachers. The leadership recognises that it is not yet monitoring teaching sufficiently rigorously to ensure this issue is addressed. Based on the improvement since the previous inspection, the school has satisfactory capacity for further improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The EYFS leader is enthusiastic, knowledgeable and committed to providing high quality experiences so that each child can achieve and enjoy the wide range of learning experiences provided. Staff have created a bright attractive learning environment that is well resourced and invites children to explore the space around them. Good use is made of both the indoor and outdoor areas so that children can take part in activities that develop their skills in all areas of learning. All staff observe children carefully and note their achievements, which are then used to plan future learning experiences. Staff are sensitive to the children's needs and help them to build their trust and confidence. Arrangements for children starting school are good and because of this, staff have a good understanding of their needs and interests and are able to plan appropriate learning experiences for them. Information regarding progress is shared with parents who are encouraged to support and help children at home. Leadership of the EYFS is good. The leader evaluates provision regularly and is able to identify appropriate strengths and areas for improvement. She has correctly identified the need to embed the teaching of phonics and to improve the transition arrangements from the Reception class to Year 1. Children's progress is monitored carefully to ensure there is no underachievement among individuals or groups of pupils who could be doing better.

### What the school should do to improve further

- Improve the pupils' achievement in Years 1 to 6, particularly in writing.
- Raise the quality of teaching by ensuring teachers make better use of assessment information to pitch the work at the right level.
- Improve the quality of teaching by strengthening the monitoring role of the school's senior leaders.

## Achievement and standards

### Grade: 3

Children enter the Reception class with skills that are similar to those expected for their age. They make good progress throughout the Foundation Stage, so that many enter Year 1 with above average standards. Satisfactory progress is made in Key Stage 1 and this continues throughout Key Stage 2. The provisional national test results for Key Stage 2 show that more pupils are attaining at the higher level in reading, mathematics and science than in previous years. At Key Stage 1, the national assessments in reading and mathematics show more pupils are now attaining at the higher level. However, there is still inconsistency in the rate of progress throughout the school and this is particularly so in writing, where pupils of all abilities do not do as well as they should. There has been a gradual improvement in the achievement of pupils with learning difficulties and/or disabilities and a good improvement by all pupils in their attainment in science.

## Personal development and well-being

### Grade: 2

Pupils really enjoy school, behave well and have a positive attitude towards learning. This positive approach to school is in part due to the good relationships that exist between staff and pupils. When they start school in the Reception class, they quickly develop in confidence, learning to follow instructions and to look after themselves and others. Through the

implementation of a good programme alerting pupils to global and wider issues, the pupils' spiritual, moral, social and cultural development is good. Pupils show consideration for others and make a good contribution to the community, supporting a good range of charities including the 'shoebox appeal' of which they are very proud. There is an active school council that is effective in giving the pupils a say in the life of the school and it is pleased to have initiated improvements to the school playground. However, the school misses some opportunities to develop pupils' independence. Pupils' sound literacy, numeracy, information and communication technology (ICT) skills and good social skills prepare them satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The teachers' good relationships with pupils successfully encourage pupils' positive attitudes and behaviour. Staff successfully develop pupils' speaking and listening skills through effective questioning and by providing opportunities to learn through a range of activities. Pupils' interest and enthusiasm are maintained through the teachers' good use of resources such as interactive whiteboards. Whilst some teachers make effective use of assessment information to plan challenging activities for pupils, the process is inconsistent and consequently, they do not achieve as well as they should, particularly in their writing. Similarly, in their marking, some teachers provide pupils with a clear picture of what they need to do to improve their work, but this practice is inconsistent. Teaching assistants play an effective role in ensuring pupils with learning difficulties and/or disabilities make good progress.

### **Curriculum and other activities**

#### **Grade: 3**

The school has very recently introduced a thematic curriculum to provide pupils with a more stimulating and interesting range of activities. It is too recent to determine the effectiveness of this change. The school rightly recognises the need to increase the opportunities for pupils to practise literacy skills in other subjects. Visits to places of interest enhance pupils' learning. For example, a recent visit to the local canal has provided the impetus for some attractive artwork and historical research. The curriculum makes a good contribution to pupils' personal development and particularly to their understanding of how to eat healthily and be physically active. A residential visit helps to enrich the curriculum. The school pond and garden are used effectively to enhance pupils' knowledge and understanding of growing things. The visit of the Life Education Bus provides help to ensure pupils' good understanding of the dangers of drugs, smoking and alcohol.

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

#### **Grade: 2**

Procedures to ensure the well-being and safety of pupils are rigorous. Good pastoral care ensures that pupils feel safe and secure and are able to develop good personal skills. Adults know the pupils very well, supporting those with learning difficulties and/or disabilities particularly effectively to make good progress. The Dyslexia Action Outpost, a charity which teaches pupils from the school and a cluster school during the school day, provides good help for pupils as well as enhancing staff skills. Academic support is satisfactory and improving.

There are thorough systems for assessing pupils' progress at the end of each term, especially in English and mathematics. Pupils know their personal targets, although teachers do not make sufficient reference to them in their marking of work for them to be really effective.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy headteacher have been effective in developing tracking procedures to determine how well pupils are attaining and achieving. This information provides an accurate picture for teachers on the progress of their pupils. However, the leadership is not yet sufficiently rigorous in monitoring the quality of teaching to ensure that teachers are making good use of the data to track pupils' progress on a day-to-day basis. The introduction of a new approach to the curriculum has successfully enthused staff. There are good links with universities, other schools and providers and these help to enhance the school's provision. The leadership has good strategies to work with the village community and groups, and with the wider world. For example, there is a good programme in place to ensure pupils have a clear understanding of different cultures and faiths.

The school's self-evaluation of its effectiveness is satisfactory and it has an accurate view of what needs to be done to improve. Governors are supportive and are regular visitors to the school. They have provided help and guidance at a time when pupil numbers have decreased and classes have had to be reorganised. They take their role as a critical friend seriously, but have not yet been sufficiently rigorous in accelerating the rate of improvement.

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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?	3
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?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19 September 2008

Dear Pupils

Inspection of Crick Primary School, Northampton, NN6 7TU

Thank you for the warm welcome you gave us when we visited your school recently. You were very polite and friendly. We enjoyed talking to you and you told us a lot about your school. Your school is providing you with a satisfactory education.

This is what we found out about your school

- You make good progress in the Reception class and are given many interesting things to learn. You make satisfactory progress in the infant and junior classes.
- You behave well, enjoy school, attend regularly and are punctual.
- Adults are kind and caring and they look after you well. They give those of you who find work hard lots of support, helping you to make good progress.
- You are taught all the subjects you should be. The school is good at teaching you about the importance of staying safe and healthy and we are pleased you enjoy taking part in the sporting activities, and that you say you try to eat healthily.

What we have asked your school to do now

- Ensure all of you make the progress of which you are capable, particularly in your writing.
- Check that teachers are making good use of information on how well you are doing when they plan your work.
- Ensure those in charge check the quality of teaching to ensure you learn as quickly as you should.

We enjoyed talking to you about your work and watching you learn. We want you to help your teachers by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Mr Paul Edwards Lead inspector