

## Croughton All Saints CofE Primary School

### Inspection report

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<b>Unique Reference Number</b>	121967
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314170
<b>Inspection date</b>	11 November 2008
<b>Reporting inspector</b>	Arnalena (Nina) Bee

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	85
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Shenton
<b>Headteacher</b>	Veneeta Rayner
<b>Date of previous school inspection</b>	10 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>	High Street Croughton Brackley NN13 5LT
<b>Telephone number</b>	01869 810727
<b>Fax number</b>	01869 810727

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school including the Early Years Foundation Stage (EYFS) provision and investigated three main issues:

whether progress is good in all subjects and in all age groups

how effectively higher attaining pupils are challenged in the EYFS and in Years 1 and 2, particularly in writing and mathematics

the quality of academic support that pupils are given.

Evidence was gathered from observing pupils in all classes at work and play, discussions with staff, pupils and governors, scrutiny of pupils' work and the systems used to track pupils' progress, school documentation and an analysis of parents' views. Other aspects of the work of the school were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

## Description of the school

Croughton All Saints is smaller than most primary schools. A very large majority of pupils come from White British backgrounds. The proportion of pupils who have learning difficulties and/or disabilities is broadly average. However, numbers are not distributed evenly throughout the school. This and small year groups sometimes cause significant year-on-year variations in standards. The number of pupils who join and leave the school other than at the normal times is above average. There has been a recent high turnover of staff. The school provides for children in the EYFS in one Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This happy and welcoming school provides a good education for its pupils. Pupils' personal development is promoted well in all that they do. Adults have high expectations regarding behaviour. Very mature behaviour and respect for others were seen during an assembly to celebrate Remembrance Day. Afterwards, pupils spoke very respectfully about the service they had previously attended in the local church, the two World Wars, and the bravery of the soldiers and how they had died to make the world a better place for them. Behaviour is good overall, although very occasionally, a small minority of pupils are not always kind towards each other. Attendance is good. Pupils thoroughly enjoy coming to school and taking part in all that is on offer. The school council contributes well to improving the school environment. Councillors have recently instigated the building of an outdoor theatre, which can now be enjoyed by all. Pupils contribute well to the local community and the wider world. They are very aware that some people are not as blessed as they are and they show this by often raising money for different charities. Pupils' understanding of the need to eat healthily is good. For example, older pupils show a good awareness of the effects of a poor diet on their bodies. Pupils rightly believe that the school is a safe and secure place to be but are well aware of potential dangers outside in the wider world.

The school provides a good curriculum. Strong links with the church, and with people who work in the local community and further afield enhance learning in many subjects, especially personal, social and health education. In addition, the curriculum is enriched well by visits out, visitors invited in and a number of well-attended out-of-school activities. For example, the gardening club, open to all ages, enables pupils to plant and watch their own vegetables grow. Pupils say they thoroughly enjoy these additional activities.

Pupils are well cared for and health and safety arrangements are secure. As a result, they grow into confident and mature individuals. By the time they leave, in Year 6, they are well prepared personally and soundly prepared academically for their next school. Recent assessments and tests, for 2008, show that standards are average at the end of Year 6. This reflects good progress from pupils' starting points as the proportion of pupils with learning difficulties and/or disabilities was well above average in this year group. Recent higher standards at the start of Year 1 have yet to impact on standards higher up in the school but achievement is good overall. The children in the EYFS get off to a good start and achieve well. As pupils move through Years 1 and 2, achievement is not quite so rapid because higher attaining pupils are not always sufficiently challenged. Consequently, not all pupils who are capable of doing so reach the higher levels in mathematics and writing by the end of Year 2. Pupils continue to achieve well as they move through Years 3 to 6. However, they do better in reading, mathematics and science than they do in writing. This is because pupils are not always given enough guidance about how to improve their writing skills. Pupils who have difficulties acquiring basic literacy and numeracy skills achieve as well as their classmates.

Teaching is good overall. Pupils learn well because relationships are good and classes are well managed. As a result, pupils work hard, concentrate well and develop positive attitudes to learning. Lessons usually run at a swift pace and activities are suitably planned. Occasionally, teachers do not use assessment information that is available to them when they plan lessons and this means that activities are then not challenging enough for some pupils and are too hard for others. Teachers use information and communication technology (ICT) effectively to develop skills and knowledge and to reinforce learning. For example, pupils in Years 5 and 6

were seen learning well as they enthusiastically downloaded Indian music to put on a film they had previously made. Pupils are appreciative of the good help and advice they receive to enable them to improve academically. Much of teachers' marking is good and informs pupils well about what they need to do to improve. However, occasionally, not enough guidance is provided for pupils to help them improve basic writing skills. Pupils are set challenging targets at the end of Year 6; however, they are not consistently challenging enough for all pupils at the end of Year 2.

The school is well led and managed. The headteacher provides clear direction and values the work of all adults, which results in everyone working well together as a team. Most parents are overwhelmingly supportive of the work of the school. Improvement since the previous inspection has been good. There have been major improvements in the accommodation both inside and outside. The provision for children in the EYFS has improved. The progress pupils make in ICT is now carefully recorded and standards and achievement in the subject have risen significantly. Despite the recent high turnover of staff and high numbers of pupils leaving and entering the school, achievement is better than at the time of the last inspection. This is partly due to specialist teaching of literacy and numeracy in Years 3 to 6, the quality of teaching and learning improving generally and pupils' progress being more systematically tracked.

All teachers have areas of responsibility but some are relatively new to their responsibilities and have not yet had enough time to be fully established in their roles. Nevertheless, they have hit the ground running and are beginning to identify accurately the strengths and areas for development in their areas. Governors are involved in all aspects of the work of the school. They support and challenge the school well. These successes clearly show that the school's capacity to improve further is good.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Parents are rightly happy with how quickly their children settle into school. This is because induction procedures are effective. Children come into school with big smiles on their faces, ready to learn. Many of them are very inquisitive and confidently ask questions. Children are very tolerant of each other. They work well together, their behaviour is good, and this contributes well to their good progress. Attainment on entry to the EYFS varies year on year. School data show that the current Reception children entered school with levels above those expected for their age in all areas other than communication, language and literacy. A well-planned curriculum ensures that children experience a good balance between exciting adult-led activities and those they choose for themselves. There is a good focus on teaching children about different cultures other than their own. The secure outside area is used effectively to extend and develop learning further in all aspects of the curriculum. There are good arrangements to ensure health and safety and children's personal development. Detailed information collected on individuals ensures that if children need additional support they are identified quickly and support is given.

Teaching is good. For example, children were seen enthusiastically developing their understanding of the 'j' sound as they worked with the teacher making a jelly. Good emphasis was given to washing hands and personal hygiene before starting. Working outside, the teaching assistant encouraged children to help each other as they put on aprons before painting, promoting personal and social skills especially well. Occasionally, adults' planning does not cater for all abilities, particularly the most able. For example, when children were seen learning how to write the letter 'j', there was not enough emphasis on the difference between upper and lower case letters to help potentially higher attaining children to learn more quickly. The

EYFS is well led and managed. Sessions run smoothly because they are well organised and adults have a good understanding of how young children learn.

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

- Ensure that higher attaining pupils, especially those in Reception and Years 1 and 2, are consistently challenged so that more pupils reach Level 3 at the end of Year 2.
- Make certain that teachers' marking gives all pupils clear guidance on what they need to do to improve and develop their writing skills further.

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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 capacity to make any necessary improvements	2

**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?	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/or disabilities make progress	2

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<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>	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

## 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	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

12 November 2008

Dear Pupils

Inspection of Croughton All Saints Church of England Primary School, Croughton, NN13 5LT

Thank you for making us so welcome when we came to visit your school. We really enjoyed coming into lessons and talking to you about what you have learnt. We are not surprised that you enjoy coming to school. Your school is a good one.

These are the main things we found out about your school.

- Teaching is good. Teachers plan exciting activities and visits out as well as inviting interesting visitors into school to make learning more fun.
- Behaviour is generally good. Most of you get on well with each other and are respectful to the adults who help you.
- You have learnt lots about how important it is to keep yourselves safe and eat healthily.
- The school council is doing a good job in improving the school environment. We think the outdoor theatre, which it was involved in, is very special.
- We are impressed how you get together and raise money for people who are not as fortunate as you are.
- By the time you leave school, you reach average standards and have made good progress.
- We are impressed with what you have learnt in the gardening club. Your vegetables look very good and we could not see any weeds!

We have asked the school to do two things to improve the education you receive.

- Make sure that all of you are given activities that enable you to do your very best, especially in the lower part of the school.
- Make certain that when teachers mark your work they give you clear advice on what you need to do to improve your writing.

You too can help by continuing to work hard each day.

Best wishes

Nina Bee Lead inspector