

# Crudgington Primary School

## Inspection report

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<b>Unique Reference Number</b>	123362
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	314575
<b>Inspection date</b>	16 April 2008
<b>Reporting inspector</b>	Mary Hamby HMI

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Yeadon
<b>Headteacher</b>	Andrew Denton
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	School Lane Crudgington Telford TF6 6JF
<b>Telephone number</b>	01952 386910
<b>Fax number</b>	01952 386911

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspection evaluated the overall effectiveness of the school, but also focused on two particular areas agreed with the school prior to the inspection. These areas were the scope of the curriculum and the effectiveness of assessment.

Evidence was gathered from a range of sources, including observation of lessons, discussion with the pupils and staff, and analysis of school documents. The views of parents and the pupils themselves were taken into account, as was the school's self-evaluation. Other aspects of the school were not investigated in detail, but the inspection found no evidence to suggest that the school's own judgements, as given in its self-evaluation, were not justified; these have been included, where appropriate, in this report.

## Description of the school

This small school serves two villages, but half of the children come from further away and a few travel a significant distance to school. The children come mainly from White British backgrounds and the proportion of them eligible for free school meals is well below average. The children join the Reception class when they start school, as there is now no Nursery provision, as there was at the time of the last inspection. They join in September or January, depending on when their birthday falls. All the five classes in the school contain children from two year groups.

Since the previous inspection, there have been major changes to the staffing, including a new headteacher, deputy headteacher and Foundation Stage leader. Two permanent members of staff have been absent due to ill health for significant periods in the current academic year and so their classes are taught, in the main, by temporary staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It has some good features, is developing well because the new leadership team is effective, and has a clear vision for school improvement. The headteacher leads the school well and has managed the long-term absence of staff very well to minimise disruption to children's learning.

Parents are overwhelmingly pleased with the school and talk of the school as 'one big happy family'. They are particularly appreciative of the induction arrangements for children joining the Reception Year, the care and guidance their children receive and the welcoming atmosphere throughout the school.

The children's personal development and well-being are good. Children of all ages behave very well, and really enjoy coming to school because they are treated with respect, listened to, and know what to do if they have a concern. They are well aware of how to keep themselves safe and understand their school rule to 'act safely'. Children are courteous, good humoured and full of ideas about what they like about their school. Attendance is good. The children have ample opportunity to take responsibility and are growing in awareness of citizenship through such initiatives as the ecological awareness group and the nutrition action group. The children understand the importance of healthy lifestyles and talk sensibly about what makes a balanced diet. Over half enjoy the opportunity to take part in sporting activities after school.

Spiritual, moral, social and cultural development is good. Numerous visits, such as the recent one to perform with a national orchestra, broaden cultural understanding and help the children to appreciate the diversity of society. The children are tolerant and there are no incidents of bullying. Children show a mature understanding about differences in ability within the school and are keen to help each other out. They make a good contribution to their community through such actions as recycling and develop understanding of the less fortunate through charitable collections.

Care, guidance and support are good. Staff understand procedures for safeguarding the children and apply them well. Children with learning difficulties and/or disabilities are very well looked after and are supported well by a range of professionals. The tracking of children's progress is systematic and information from this is starting to be used more productively to set targets. However, some of the targets are not challenging enough for the more able children. Although some children know their targets, they are not clear enough about what they need to do to achieve them, or when they have to achieve them by, and this affects their progress.

Most children's achievement is satisfactory. However, achievement is good in Key Stage 1 because the teaching is consistently good. There is some good achievement in Key Stage 2, but this is not consistent in all subjects and is better in English and mathematics than in other subjects. Overuse of worksheets inhibits progress, particularly in science, because the children do not have to think enough for themselves, for example about how to set up tests or record their findings in suitable ways. This particularly affects more able children who are not always given challenges to suit their capabilities.

Standards in English and mathematics are above average in Key Stage 1 and average in Key Stage 2. National test results have risen over the past few years at both key stages, although there was a slight dip in last year's Key Stage 2 results. Key Stage 1 results show rapid improvement with impressive performance in writing. Standards in science are average. Children

have good recall of facts but their understanding of scientific enquiry is not as good as it should be.

Teaching is satisfactory with some good features. Lessons are enjoyable and the pace of most of them is good because pupils are well behaved and teachers are clear about what they need to cover in each session. Teaching assistants are deployed well and so children get easy access to help where necessary. The children appreciate their help and talk about them in glowing terms, saying 'they always help you when you're stuck'.

Teachers plan interesting activities which make lessons fun, but tasks and questions are not always matched well enough to the children's different capabilities. Consequently, some of the older and more able children are not challenged well enough, particularly at whole-class question and answer times. Assessment is developing but is not used productively enough to set challenging enough work for a few of the pupils. Marking is regular and offers encouragement, but it does not refer to pupils' targets or identify regularly enough the next steps in pupils' learning. Assessment in subjects other than English and mathematics is still at a rudimentary level and so children are not aware enough of how they can improve their work.

The curriculum is satisfactory and is currently a school development priority. The curriculum is relevant to children's experiences and taught through a series of topics to bring interest and enjoyment to each year group. Its emphasis on arts and culture promotes good achievement in personal development and the strong emphasis on social and emotional aspects of learning stands the children in good stead as citizens of the future. The school has started to make links between subjects, but this is still at an early stage and key skills are not yet plotted rigorously from one year to the next and so progression is not guaranteed. The time available for science is too short and consequently, there is not enough opportunity for exploration and investigation.

Leadership and management are satisfactory. The headteacher's strong vision for school improvement is communicated clearly to staff, who are starting to take on suitable leadership roles. However, the absence of two key members of staff has meant that some of the scheduled improvements have had to be postponed. The headteacher has managed these changes very well and has a rational plan to take the school forward. He is keen to involve parents in school development and takes their views and suggestions into account in his commitment to make the school the heart of the community. Governors are strongly supportive of the school, but recent changes to the composition of the governing body and current vacancies have limited the impact of their monitoring role.

The school's capacity to improve is good. Since the arrival of the new leadership team there have been clear improvements which have had a positive impact on the provision. Self-evaluation is rigorous and identifies clearly the strengths and weaknesses of the school. The school's judgement of its performance aligns exactly with inspection findings and the leadership team are very keen to work on the issues identified in the inspection.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

The children start school with good skills, make reasonable progress in all areas of learning through the Reception Year, and so are well prepared for the challenges of Year 1. The effective arrangements for induction help children to settle well and make friends quickly. The children make satisfactory progress in all areas of learning, except personal, social and emotional development where their progress is good. The children have good dispositions to learning and are becoming independent and cooperative youngsters.

Teaching is satisfactory with some good features. Warm relationships between staff and children help children to try a range of activities and encourage less confident children to join in.

Assessment is developing, but the new systems have not embedded well enough for information to be consistently effective in identifying the next steps for each child and so progress is not as rapid as it might be. The curriculum is interesting and relevant in the main, but opportunities for children to explore and investigate their environment are not planned frequently enough.

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

- Improve assessment so that all children, but particularly the more able, have sufficient challenge in their work, and verbal and written comments help children to understand their targets and what they must do to reach them.
- Improve the curriculum so that there is enough time for investigative and exploratory work throughout the school and key skills are plotted more consistently across all subjects in each year group.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	1
The attendance of learners	2
The behaviour of learners	1
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?	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

<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>	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	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

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

17 April 2008

Dear Children

Inspection of Crudgington Primary School, Telford, TF6 6JF

Thank you for making me feel so welcome when I visited your school. It was good to see how happy, well behaved and courteous you all are. Your school has been through some difficult times with changes of staff, but is now more settled and on the right course.

Overall, the school is satisfactory. It has some good features too, particularly the good care and guidance that the staff give to you, which helps all of you to feel happy and safe in school. You are learning how to be good citizens of the future through the opportunities you have to learn about such things as recycling and keeping yourselves safe and healthy. I was very impressed by my discussions with the school council who told me about all the things they are doing to make school even better.

You enjoy your lessons and your teachers make them interesting for you. However, some of the work is not hard enough for you and so I have asked the teachers to use the information that they collect about you from their assessments, to make sure that you always have work at the right level. You could help with this by saying if you are finding the work easy, and by making sure that you know your targets. I have also asked the teachers to give you more help when they mark your work so that you know what to do next.

I saw how much you enjoy learning and this helps you to reach good standards in Year 2. In Year 6, standards are much the same as in other schools across the country, but you are doing better in English and mathematics than other subjects. I have asked your teachers to give some thought to all the subjects they teach to make sure you are learning as much as you can for yourselves. You need more time to explore, investigate, and find your own way to record your work, rather than filling in worksheets.

I am sure that your headteacher and all the staff will be able to improve your school because they work well together and know what they need to do next to make it even better.

Best wishes for the future

Mrs Hamby Her Majesty's Inspector

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Her Majesty's Inspector