

# Crazies Hill Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109983
<b>Local Authority</b>	Wokingham District Council
<b>Inspection number</b>	319435
<b>Inspection dates</b>	27–28 February 2008
<b>Reporting inspector</b>	John Carnaghan

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Hall
<b>Headteacher</b>	Mrs E Holmes
<b>Date of previous school inspection</b>	8 May 2002
<b>School address</b>	Crazies Hill Wargrave Reading RG10 8LY
<b>Telephone number</b>	0118 940 2612
<b>Fax number</b>	0118 940 1645

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Crazies Hill Primary School is much smaller than average and smaller than it was at the previous inspection in 2002. It has fewer than average pupils from minority ethnic backgrounds and all pupils speak English as their first language. There are below average numbers of pupils with learning difficulties and disabilities, the majority of these have moderate learning difficulties.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Crazies Hill Church of England Primary School provides a good standard of education. The school has some outstanding features. There have been numerous improvements since the previous inspection, in particular the curriculum is much broader and more stimulating.

Parents and pupils recognise the many positive qualities of the school. Pupils' enjoyment is outstanding and this is reflected in their excellent behaviour. These factors make an important contribution to pupils' good personal and academic development. Typically, one parent accurately wrote, 'We hold the staff in the highest regard...they always go the extra mile for all the children. It is the happiest of environments.'

Children enter the school with levels of knowledge and skills similar to those expected nationally of four-year-olds. When they leave Year 6, their standards are above average and their achievement is good. Warm, mutually supportive relationships in classrooms and elsewhere lie at the heart of good learning. Teaching is good. Pupils are well managed and, from the earliest moments in the school, quickly learn how to work independently. Teachers provide many opportunities for pupils to exercise independence and this makes lessons interesting and lively. Marking is inconsistent and does not always clearly indicate how pupils' work could be better. The outstanding curriculum is thoroughly planned to provide an attractive range of opportunities and pupils' development is also strongly supported by the interesting mix of after school clubs.

Procedures to nurture pupils' personal development are strong. Pupils correctly feel safe and well cared for. However, even the oldest pupils, do not have enough clear targets to guide their academic improvement. Pupils' personal development is good. They know how to remain safe and healthy. For example, they have a clear understanding of the significance of diet and exercise in promoting good health.

Leadership and management are good. The headteacher has a clear vision of how the school should develop in the future and this is clearly expressed in the thoughtful and relevant school plan. The headteacher is well supported by the rest of the staff and governors and all adults work as a close knit, harmonious group. The senior management team is currently embryonic and lacks effective structures, leaving most leadership responsibilities with the headteacher. Governors are regular visitors to the school, are supportive and challenge the school when required.

## Effectiveness of the Foundation Stage

### Grade: 2

Most children have been to nursery before joining the school. Well-organised provision enables pupils to settle rapidly into school life and they quickly acquire the good personal skills that are such a feature throughout the school. By the time they leave most have reached their early learning goals and their achievement is satisfactory. In the dedicated Reception class, staff work well as a team and keep careful records of each individual's development. This information is used to give greater support and challenge to children where needed and also feeds into the informative, illustrated reports sent to parents. Good outdoor and indoor accommodation contributes strongly to children's progress.

## What the school should do to improve further

- Improve marking and target setting so that they provide consistently clear guidance to pupils about where their work could be better.
- Clarify the roles of senior leaders to enable them to take greater responsibility for aspects of managing the school such as the achievement of particular age ranges of pupils.

## Achievement and standards

### Grade: 2

The skills children have on entry to the school are similar to national expectations. By the end of their reception year most have reached the goals expected of five year olds nationally. Strong teaching, particularly in literacy and numeracy, ensures that pupils achieve well in Years 1 and 2 and reach above average standards in the national assessments at the end of the Key Stage. The good challenge provided for more able pupils throughout the school, ensures that above average numbers reach higher levels in national assessments. As a result standards at the end of Year 6 are also above average and higher than at the time of the previous inspection. Pupils' achievement, including those with moderate learning difficulties, is good. They develop high standards in English, in particular they are fluent and confident speakers and listen carefully to one another. The broad and interesting curriculum ensures that pupils reach also above average standards in music, physical education and religious education.

## Personal development and well-being

### Grade: 2

The inspector agrees with pupils and parents that Crazies Hill is a happy, welcoming school where pupils enjoy their education greatly. Pupils who enter the school at other than the usual times report that they were quickly welcomed and settle in easily. Pupils appreciate the warm relationships across the school and older ones enjoy looking after the youngest children. There is no bullying and behaviour is outstanding, strongly promoting good achievement. Attendance is good.

Pupils are well briefed how to stay safe and understand when they should exercise caution. They contribute strongly to the school, local and wider community through participation in local events, regular fund-raising for charities and enthusiastic participation in the burgeoning school council. Pupils are happy that the school council represents their ideas well. They develop self-reliance and other helpful skills that prepare them well for the future.

Pupils' spiritual, moral, social and cultural development is good, supported by the school's strong Christian ethos. The school carefully offsets its largely white British culture with a range of visits and visitors to promote greater multi-cultural understanding.

## Quality of provision

### Teaching and learning

#### Grade: 2

There are numerous strengths in teaching and learning. There are excellent, constructive relationships in classrooms. Pupils have a powerful work ethic, concentrate fiercely and work keenly to meet their learning objectives. Outstanding behaviour helps lessons proceed at a good pace. Teachers have good subject knowledge, inspiring pupils' confidence and even the

youngest happily speak out in front of the class when requested. Pupils have numerous opportunities to work independently, in pairs and in small groups and respond very well.

The school has a wide range of assessment information. This is clearly recorded so that staff have quick access to pupils' records and are aware where progress may be faltering. A range of intervention strategies supports those who need it. Teaching assistants are well trained and deployed and make a significant contribution to pupils' achievement.

Marking of pupils' work is inconsistent. At its best, it offers praise and encouragement. However, this varies between classes and subjects and in some cases marking is sketchy. Teachers do not link their marking to targets, so pupils lack constructive guidance on how to improve.

## **Curriculum and other activities**

### **Grade: 1**

The breadth and range of curriculum opportunities is outstanding. The curriculum meets all requirements and, in addition, offers French to Key Stage 2 pupils. The school has an innovative variety of event days and weeks, where pupils widen their understanding and experience of, for example, other faiths, arts and crafts, music and information and communications technology (ICT). These stimulating events lead to displays and performances for parents and do much to boost pupils' personal development. The school successfully avoids being isolated through numerous trips to places of interest such as a Buddhist temple, and a wide range of visitors, including actors and musicians.

The school has very good links with other local primary and secondary schools and this enhances the provision of a wide range of music, sport and other after-school clubs, including fielding teams in local sporting competitions. Pupils report that often half of the pupils in the school stay behind to take part in activities.

## **Care, guidance and support**

### **Grade: 2**

The school prides itself on the quality of pupils' pastoral care. Pupils and parents rightly have full confidence in the way the school looks after pupils and nurtures their personal development. The school has very good systems to ensure that child protection and the safeguarding of pupils are both robust. The needs of vulnerable children are well known to all staff and the school is careful to provide the correct degree of support for all. The school makes judicious use of outside agencies to support pupils when required.

Most pupils have weekly targets, which they set and review themselves, with the help of their class teachers. The setting of subject-specific targets is inconsistent between classes and subjects and older pupils are often vague when asked what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher works closely with all staff to promote school improvement. Good teamwork ensures that the school runs very smoothly day-to-day. In the effective school development plan, the headteacher and her colleagues set out a convincing template for the future. The ambitions outlined and enacted in this ongoing plan have promoted good improvements since

the previous inspection, particularly higher standards and achievement. This strong track record indicates the school's capacity for future improvement is good.

The headteacher evaluates the school well but the way governors and other staff formally check on provision is inconsistent. Governors are currently re-distributing responsibilities to improve formal monitoring through closer links with subject co-ordinators. Informal visits keep governors in touch with pupils' and parents' views and they support and challenge the school as and when appropriate.

Members of the recently established senior management team support the headteacher strongly but do not have a clear picture of their leadership roles. They do not systematically monitor the school and so lack all the information they require to manage pro-actively.

Financial management is effective and the school has retained a good staffing ratio, despite a fall in the roll. Good fund-raising by the parent/teacher association has helped ensure that the school is well resourced.

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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	2
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	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?	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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**

12 March 2008

Dear Pupils

Inspection of Crazies Hill Church of England Primary School, Reading, RG10 8LY

Thank you so much for the nice welcome you gave me when I inspected the school recently. Your contributions to the inspection were very helpful and I was pleased that you enjoy school so much. Your behaviour is excellent.

There are many good things about the school. Among the best is the range of different types of work you can do. The school works very well to give you chances to meet people and visit places that contrast with where you live. You are well taught and lessons are usually happy places to learn. It was good to see you all joining in lessons so keenly.

Everyone at the school works hard to ensure that you are well cared for. The school is a safe place to learn and your personal development is good. The headteacher and her staff work very well as a team to give you the best possible experience while at the school. Despite all these strengths, there are two things that I have asked the school to improve. These are:

- marking and the setting of targets should give you better advice how to improve your work; if you are unsure how to improve, you should ask your teacher
- senior teachers need to keep a closer check on what is happening in their areas of responsibility throughout the school.

Once again, many thanks for all your help.

With all good wishes,

Yours sincerely

John Carnaghan

Lead Inspector