

Crawford Village Primary School

Inspection report

Unique Reference Number	119224
Local Authority	Lancashire
Inspection number	326975
Inspection date	12 February 2009
Reporting inspector	Eric Jackson

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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	43
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
Appropriate authority	The governing body
Chair	Mrs Clare Ashcroft
Headteacher	Mr Laurence Kinney
Date of previous school inspection	1 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crawford Village Skelmersdale Lancashire WN8 9QP
Telephone number	01695 622333
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a much smaller than average sized school. The area served has a stable population and is broadly average socio-economically. A below average proportion of pupils is entitled to a free school meal. Very few pupils are from minority ethnic groups and none learn English as an additional language. A broadly average proportion of pupils have learning difficulties and/or disabilities, and there is a higher proportion than average with a statement of special educational need. These needs range from autistic tendencies to specific language difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, confirming the school's own judgement. All required safeguarding and child protection measures are in place. Parents and carers are full of praise for the staff's care and commitment to their children's safety and well-being and their progress in learning. These comments summarise the many positive views expressed: 'I feel the school to be a good and rounded small community school'; 'All the staff should be very proud of their achievements.' Pupils also feel that lessons are interesting and fun and that there is always someone to turn to for help when needed. The school council said that there is no bullying and that everyone is friendly. Inspection evidence supports these views. Links with parents, the local High School and local authority services are excellent. Attendance is broadly average.

Pupils' achievement is good across the school in their personal development and in the core subjects of English, mathematics and science. Though caution is required in comparing this very small school's results with the national average, standards in national tests at the end of Year 6 are well above average. Progress in music is also a strength. Despite the lack of indoor space for physical education, the school ensures that pupils enjoy a good range of physical activity. Pupils have an impressive understanding of healthy lifestyles, supported by their sensible choices from a range of healthy meals. They make a good contribution to the school and local community and are well prepared for the next stage of their learning by the end of Year 6. Although the school's work in promoting community cohesion is satisfactory pupils' wider understanding of cultural and religious diversity is not promoted sufficiently.

Teaching and learning are good, supported very well by the high quality of relationships promoted between staff and pupils. The headteacher has a considerable teaching commitment, mainly with Year 6 pupils, and another full-time teacher manages Reception, Year 1 and 2 pupils. The concentration on the core subjects has lifted standards by the end of Year 2 in mathematics well and improved progress across all year groups. A number of part-time teachers and teaching assistants work across the school with groups, or individual pupils. Their support for those pupils with learning difficulties and/or disabilities leads to good gains in their learning. Pupils with statements of special educational need are also very well supported to make good and sometimes better progress. Pupils develop their skills well using the small suite of computers under the skilled instruction of the information and communication technology (ICT) technician.

The curriculum is good overall. It is particularly effective and made interesting to pupils by combining subjects under one theme. Occasionally this practice is not fully exploited in Years 3 to 6 and pupils miss opportunities to extend their skills across the curriculum. Care, guidance and support are good, with very good and effective support for pupils with learning difficulties and/or disabilities. The staff set demanding targets for pupils' development. However, they do not encourage pupils enough to understand their own progress and how they might improve.

Leadership and management are good. Governance has improved well since the previous inspection, and active governors both support and challenge the school effectively. The staff know the school and its current status well, although written evidence of monitoring and evaluation is not always clearly presented. Good improvements have been made since the previous inspection and the school is well placed to continue to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage is led and managed well alongside provision for Year 1 and 2 pupils. Children begin Reception with skills and abilities in line with what is typical for their age. However, as numbers at entry are small, attainment varies considerably from year to year. Care and welfare are good, and the staff ensure that the children learn and play safely.

Children thoroughly enjoy the appropriate balance of adult-led and independent activities in this rich setting. They make good progress so that by Year 1 the majority are working comfortably within the early learning goals, most reaching the national average or beyond. Good induction arrangements, planning and teaching enable the children to settle to school routines quickly. They gain in confidence, use their initiative, and show curiosity and interest in all they do. Excellent links are forged with parents. One parent said, 'My daughter's confidence has come on in leaps and bounds.'

All areas of learning are planned well by highly skilled staff in this high quality learning environment. They adapt their plans to ensure that children enjoy a wide range of stimulating activities. The outdoor learning area has been very well improved and is used well. For example, children searched with great enthusiasm for coins of different value hidden outside. Assessment procedures are in place and are being developed to ensure that ongoing records are used more effectively to inform planning.

What the school should do to improve further

- Improve procedures to involve the pupils more in understanding their own progress and how they can improve further.
- Improve links between subjects in order to promote a wider range of skills so that pupils' achievement is raised across the curriculum.
- Increase pupils' understanding of different beliefs and cultural backgrounds in the United Kingdom and the wider world.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. Standards in 2008 assessments were above average at the end of Year 2 and well above in national tests at the end of Year 6. The most able pupils are challenged to reach high standards, and those pupils with learning difficulties and/or disabilities are also expected and supported to achieve to their capabilities. Statutory targets for Year 6 pupils were exceeded in 2008 and inspection evidence indicates that the current Year 6 pupils are on track to achieve and possibly exceed the targets for 2009. New approaches to teaching writing are having good effect in Years 3 to 6, and pupils in Years 1 and 2 have responded to new ways to learn mathematics resulting in improved progress and achievement. Information and communication technology skills are developed well and Year 5 and 6 pupils handle complex tasks with confidence.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are promoted well, preparing them well for their future lives. The school's caring ethos contributes to pupils' spiritual, social and cultural

development which is good overall. However, pupils' understanding of cultural and religious diversity is underdeveloped. Pupils develop moral understanding well through regular themed assemblies which provide them with time to reflect and develop their own values. Pupils enjoy school and their attendance is satisfactory. They are courteous, polite and respectful and their behaviour and understanding of safe practices are good. Bullying is rare: pupils are confident they have adults to turn to if there are difficulties and that any issues will be dealt with quickly. The staff promote health initiatives for the pupils; the school has gained the Healthy School Award. To compensate for the limited indoor space, the pupils take part in local sports competitions and use the hall in the local high school. Older pupils have responsibilities around school, for example, raising funds for the school and charities. The elected school council meets regularly and has proposed ways to improve the school, such as the purchase of additional playground toys and games.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. There is an atmosphere of purposeful endeavour and pupils know they attend school to work and learn. Pupils move between groups and areas of the school frequently and do so sensibly. Pupils show maturity in settling to the required learning tasks quickly. The high quality of working relationships ensures that learning progresses at a good pace. Pupils clearly enjoy the activities and the extension of Reception practice with appropriate challenge for Years 1 and 2 is very successful. Teachers mark pupils' work effectively, and share learning objectives and outcomes through group and individual discussion. Older pupils know their learning targets, but are not encouraged enough to assess and evaluate their own and other pupils' work. Most of the time the staff, resources and space are used effectively, but occasionally there is a lack of imagination in the use of space and staff. This restricts the creative use of resources to raise the quality of education.

Curriculum and other activities

Grade: 2

The curriculum is good overall. Pupils have good opportunities to learn to read, write and develop mathematical and scientific skills and understanding. Good use is made of ICT. Learning is enriched by themed activities, such as the celebration of Chinese New Year, where ideas develop across and between subjects. Where this happens learning improves because pupils extend their skills in other subjects. However, this good practice is not consistently developed especially for Years 3 to 6. There is a good focus on music, taught by a specialist music teacher, and enriched by the opportunity to learn to play brass instruments in Years 3 to 6. The standard of some of the playing here is exceptional. There are also good opportunities to take part in concerts for all pupils, and the local high school 'proms week' annually. Parents have asked for a wider range of extra-curricular activities. The school has applied for extended school support to facilitate this.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for its pupils. Child protection and health and safeguarding procedures are in place. Vulnerable pupils are particularly well cared for and

the school is responsive to their needs. Pupils with learning difficulties and/or disabilities are very well supported and fully integrated into school life. There are good induction arrangements for new pupils and excellent links exist with local secondary schools and local authority services. Information on pupils' progress is shared regularly with parents both formally and informally. For example, one parent commented that staff are very approachable if any parent wants to speak to them. Guidance for pupils in their academic progress is developing well but monitoring and evaluation of their progress are not recorded consistently. Older pupils are aware of their general level of achievement and have guidance on what they need to do to move up to the next level. However, assessment and guidance systems do not always involve pupils directly in understanding how they can improve their work further.

Leadership and management

Grade: 2

Leadership and management are good, and contribute well to the school's continued improvement and pupils' good progress and achievement. The headteacher leads well through his example in the classroom, setting the tone of ambitious expectations for staff and pupils. Other key staff provide skilled support, ensuring that the school runs smoothly and pupils are safe and well cared for. Although some of the school's written evaluation and development planning is not always clear, the actual direction for development and the implementation of planned action is good. The complex pattern of support and group teaching works effectively in the main, although the deployment of staff and use of space is occasionally unimaginative. The school's work to promote community cohesion is satisfactory overall. Pupils learn to make a good contribution to the school and local community. However, although pupils learn about some religious beliefs and cultural backgrounds they do not yet learn enough about the wide diversity of beliefs and cultures in the United Kingdom or the wider world.

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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?	1
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 ¹ 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/or disabilities make progress	2

¹Grade 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

How good are 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
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	3
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**

13 February 2009

Dear Pupils

Inspection of Crawford Village Primary School, Lancashire, WN8 9QP

It was good to meet you. My colleague and I would like to thank you for your kind and friendly welcome: you made us feel that we were part of your lovely school. Please thank your parents also for returning the questionnaires. They helped us in deciding how well your school helps you to learn and grow.

You certainly enjoy yourselves in Crawford Village where you make a good contribution to the school and village communities. You and your parents told us that yours is a good school where you are safe, well looked after and do well in your learning. We agree with you. It is a good school where you make good progress and develop good behaviour and attitudes to learning.

The staff make sure that all of you, whatever your needs, receive good support so that you achieve well and reach good standards in reading, writing, mathematics and science. We also enjoyed your musical skills, and I was impressed by Year 5 and 6 ICT skills. We really enjoyed seeing you younger children learning in the new outdoor learning area, even though it was so cold.

You know that the staff are always trying to find new ways to help you make better progress and they are going to:

- help you to understand more about how to improve your own work
- plan lessons that link ideas from different subjects so that you can use skills from one area to help you in another
- give you more opportunities to learn about the richness of different cultures and faiths in Britain and the rest of the world.

You can help by concentrating well and setting yourself high standards for all you do in school, whether it is sport, literacy, art, history, numeracy, design technology or music.

With best wishes for your future.

Yours faithfully

Eric Jackson

Lead inspector