

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



26 March 2009

Mrs C Clough
Headteacher
Crockerton CofE Primary School
Potters Hill
Crockerton
Warminster
Wiltshire
BA12 8AB

Dear Mrs Clough

Ofsted survey: good practice in capturing the user voice

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 12 March 2009 to look at work on capturing the user voice.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: observations of lessons and 'constellation' time, meetings with groups of children and the school council, meetings with staff and with parents.

Features of good practice observed

- The school's ethos, based around the six 'Rs – responsible, reflective, respectful, resilient, resourceful, reciprocal', is driven by the needs and voice of the learner. These principles underpin all learning and teaching, and are well understood by the pupils, staff and parents. Children are very secure in their environment, achieve well and are confident that their voice is heard.
- Children are consulted routinely on many issues, for example through the 'Dear Mrs Clough' letter box, questionnaires, the school council, and whole school discussions. They say that their views are taken seriously and make a difference, for example on the new school uniform, the recently improved lunchtime arrangements, the appointment of staff and the evaluation of initiatives and developments.
- The school makes excellent use of mediation and mentoring techniques, through the 'constellation' groups, to work with children and parents to resolve issues affecting friendships, relationships and transitions. Children display maturity and poise in talking about these complex issues.

- Children take good responsibility for their learning through self and peer assessment, and setting personal and learning targets which are monitored and for which they take ownership. Individuals are well supported, for example through intervention and support programmes to reinforce and extend their learning. They are encouraged to take responsibility for identifying their own needs, for example through the selection of topics for additional support in the Key Stage 2 mathematics and literacy clinics.
- All children are strongly encouraged to participate in the full range of enrichment activities and to take responsibility, for example as monitors in class and at lunchtime and as members of the school council.
- The excellent partnership between the teaching staff, teaching assistants and children is tangible, and impacts very positively on children's achievements. Very good use is made of external frameworks and training to develop staff and enhance provision.

Areas for development

- Review and re-energise the work of the school council, including the creation of more opportunities for children to take the lead.

I hope these observations are useful as you continue to develop the user voice in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Mary Ryan
Her Majesty's Inspector