

Crudwell CofE Primary School

Inspection report

Unique Reference Number	126319
Local Authority	Wiltshire
Inspection number	340959
Inspection dates	23–24 March 2010
Reporting inspector	Alexander Baxter

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	91
Appropriate authority	The governing body
Chair	Alison Wilson
Headteacher	Nicola Morris
Date of previous school inspection	24 March 2010
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons and four teachers were observed. The inspectors also attended two assemblies, observed break and lunchtime activities and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities were evaluated. In addition, 60 parent/carer questionnaires, 15 pupil questionnaires and nine staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the children's skills on entry into the early years class
- the effect of the school's specific aims to improve pupils' writing, and to lift their overall achievement by involving them in evaluating their own work
- the school's apparent success in sustaining at least good progress for most groups of pupils, including pupils arriving later from other schools
- the ability of leaders and managers, including governors, to drive improvement.

Information about the school

This is a small village primary school. The large majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is below average. Such needs mainly feature moderate learning and emotional needs. The number of pupils who join or leave the school other than at the usual times is above that normally expected. Children in the Early Years Foundation Stage are taught in a mixed Reception/Year 1 class. With the exception of Year 2, the school has mostly mixed age classes. Among others, the school holds Healthy School and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Crudwell is an outstanding school. It is a truly inclusive school where members of staff know the pupils extremely well, give them close individual attention and fully safeguard their welfare. There are several strengths, not least outstanding leadership and management, and consistently high quality teaching and learning that promote the pupils' excellent academic and personal achievement. Fundamentally, the school's success lies in the extremely effective way that it evaluates its impact on pupils' achievements and the subsequent and equally successful way that it brings about improvement. The previous inspection, just over three years ago, judged the school to be good, but identified an excellent capacity to improve. This inspection shows that the school has fully lived up to this judgement. It has improved several areas of provision, notably in securing outstanding teaching and learning, which includes involving pupils in evaluating and improving their own work. These developments have lifted pupils' attainment, especially their writing skills, and show that the school retains an excellent capacity to sustain improvement into the future.

There is a noticeable sense of calm, meaningful purpose across the school and the pupils' behaviour is exemplary. Staff present first class role models and provide high quality care, guidance and support. This includes strong links with parents and outside agencies, which further enhance the pupils' excellent attitudes and promote their great enjoyment of school. Following the extremely well-considered lead of a much-respected headteacher, very capably supported by governors and staff, the school is accomplished in making the very best use of its limited accommodation to meet the pupils' differing needs.

Excellent provision in Reception gives children an outstanding start and lays the foundation for the school's happy, caring ethos. From varying levels of attainment, which this year were below those normally expected because of the high number of children with summer births, children make outstanding progress. Such positive progress, particularly in developing self-confidence and a love of school, continues throughout the school and pupils reach very high levels of attainment by the end of Year 2 and Year 6. These high standards represent outstanding achievement, equally for boys and girls, pupils with special educational needs and/or disabilities, pupils with more ability and those joining from other schools. Such successful outcomes also reflect the high quality of teaching and academic guidance through the school and the pupils' strong contributions to learning. Whilst pupils develop excellent literacy, numeracy, investigative and information and communication technology (ICT) skills across a well-planned curriculum, learning opportunities do not always enable pupils to develop their creative skills to similarly best effect in subjects such as art and design and

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technology. Even so, pupils commit themselves wholeheartedly to their work and play and, in keeping with the school's ethos of respecting one's self and others, spiritual, moral, social and cultural development is very strong.

What does the school need to do to improve further?

- Over the next two terms, plan activities which make further connections across the range of subjects so that pupils' creative ideas and skills are lifted to match the very high standards evident in English, mathematics, science and ICT.

Outcomes for individuals and groups of pupils**1**

Observations of lessons show that pupils greatly enjoy their learning and make excellent progress. This applies equally for all pupils, including those with special educational needs and/or disabilities, pupils of high ability, and those who join the school partway through the year. Pupils' progress continues at an exemplary pace as pupils move through the school, not only in response to excellent teaching, but also because the pupils refine and improve their personal contributions as independent, self-evaluative learners. Pupils' attainment, evident in recorded work, spoken responses in lessons and over time in national and school assessments, is typically very high by the end of Year 6 and represents excellent achievement. This was seen for example in a Years 5 and 6 mathematics lesson as pupils perceptively explained how their work with fractions and decimals led them to comprehend percentages. The pupils' personal understanding and diligent response to their clear targets for improvement, and their very enthusiastic reaction to the many challenges set by the teachers, portray the productive ethos of learning evident in all classes. In a science lesson in Year 2, for example, the precise description of an electrical circuit given by a six-year-old girl typified the high level of pupils' achievement. Similarly, high levels of skill and exuberance were evident in a Years 5 and 6 literacy lesson as pupils demonstrated their accurate knowledge of punctuation through 'Karate' hand gestures. Additional and often significant progress also occurs when pupils with special educational needs and/or disabilities receive small group or individual intervention support for their specific needs. Good skills are promoted across the range of subjects, but pupils eagerly request more opportunity to raise them even more in subjects such as art and design and technology, for example. Pupils greatly enjoy coming to school and adopt very healthy lifestyles. These qualities are seen in their full participation in sports, including during extra-curricular activities, and in their above average attendance. The pupils really like their teachers and show high regard for their own and each other's welfare and safety. The pupils' genuine concern for other people also underpins their exemplary behaviour and is evident in their excellent spiritual, moral, social and cultural development. Pupils very willingly contribute to school and community activities and, for example during playtime, are quick to support anyone on the 'Buddy Bench' who needs a friend. The way pupils apply themselves so diligently and enthusiastically to their work is another particularly impressive feature of the school. By the time they leave the school, the pupils' excellent

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achievements, which include their prowess in using computers and collaborating with others, prepare pupils extremely well for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Typical strengths in teaching include encouraging, and yet suitably challenging, questioning and the consistently caring role models of adults, which in turn promotes the pupils' confidence and sustained efforts. The teachers are very knowledgeable and set high expectations. The way learning intentions and targets and adult support are carefully matched to the pupils' needs, especially for pupils with complex learning needs, are other exemplary features. These factors have played a key role in developing pupils as highly-skilled independent learners. When questioned, for example, the pupils were precise in explaining their 'Traffic Light' system of self-evaluation, using colours to signify their success or otherwise in developing their understanding. Success in learning is also engendered by the teachers' consistent emphasis on developing pupils' speaking and listening and ICT skills and on using these to enhance their enquiry, problem solving and investigative skills. These too enable the pupils themselves to make very strong

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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contributions to their learning and progress, as for example in a mathematics lesson in Years 3 and 4 where pupils accurately created equivalent fractions and reduced them to their simplest form. Pupils readily state how much they enjoy such activities because they undertake a lot of practical work that is 'interesting and fun'. Staff provide exceptional pastoral care and have an in-depth knowledge of all the pupils, especially those who have specific needs. A wide and effective range of different strategies, including reflective and supportive assemblies, are used to tackle the range of pupils' differing needs, including their social and emotional development. The school works very closely with parents, carers and outside agencies to further enhance the quality of the support available.

The well-planned curriculum is enriched by a very good range of clubs and stimulating visits out of school, which contribute strongly to the pupils' personal development and well-being. A variety of visitors, such as African dancers, also help to extend the pupils' wider cultural understanding. The school places a very strong emphasis on literacy and numeracy and on scientific enquiry and ICT. However, opportunities are not always taken to further develop the pupils' creative skills across other subjects, for example in art and design and technology.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The talented headteacher promotes excellent teamwork and is supported extremely well by governors and staff. Senior managers evaluate effectiveness very accurately and identify the right priorities for development. Target setting is used very precisely to bring the intended improvements, for example in pupils' writing. Governors and staff fulfil their responsibilities in an exemplary way to safeguard pupils' welfare. By working very closely with parents and outside agencies and by monitoring provision rigorously, they ensure that pupils have their needs met equally and are kept free from discrimination. Teachers in their lesson planning, for example, ensure that work is presented at a variety of levels to match pupils' skills and always include extension tasks for the more able. Leaders and managers are 'forward thinking' and plan strategically over the longer term to develop and extract the very best educational value from the school's challenging accommodation. Examples include the extensive development of the school's grounds to compensate for the small school hall, which requires significant movement of furnishings to meet a variety of learning and recreational needs. The

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school promotes community cohesion effectively. The local community is promoted strongly through regular performances and close links with the parish church. The school promotes global or national aspects through carefully planned assemblies, teaching French and regular charitable fundraising and links with schools in more culturally diverse communities, during the London visit for example.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

In response to outstanding provision children really enjoy school and make excellent progress in all areas of learning. There is an optimum balance between the learning activities led by adults and the range of activities that children can choose for themselves, both indoors and outside. Outstanding teaching and learning are evident in the way that staff ensure that new learning is drawn just as effectively from children's learning choices as it is from those tasks set and led by adults. This was seen, for example, during a period of outdoor activity as the teacher carefully reminded the children, boys in particular, of the need to be careful and to play safely on their large wheeled toys. The teacher led by example and explained, through a combination of precise guidance and questioning, how to relate considerately toward each other, especially by making eye contact when apologising. Leadership and management are highly effective from the outset in ensuring that the children's individual needs are assessed in full consultation with parents and pre-school settings. Consequently, children's welfare is fully safeguarded and their needs met. Parents and carers are extremely appreciative and greatly value the school. As a result, most children do best in

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developing self-confidence and very positive attitudes to school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Responses to the Ofsted questionnaire were overwhelmingly positive and were unanimous, for example, in agreeing that the school keeps pupils safe and helps them to adopt a healthy lifestyle. The views of the parents interviewed informally in the playground also confirmed these very positive responses. Additional written comments, typically expressing full support of the school included, 'Great school, very pro-active and caring staff. My children thrive here,' and 'My daughter has always enjoyed school. She has fantastic teachers and has made such excellent progress.' Parents and carers clearly value this school because of the way it cares for and nurtures their children. A very small minority of parents expressed concerns about the information they receive on their children's progress and how children's individual needs are met. These were followed up as inspection trails during the visit and inspectors concluded that the school communicates very closely with parents and meets pupils' particular needs extremely well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crudwell CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 91 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	77	13	22	0	0	1	2
The school keeps my child safe	41	68	18	30	0	0	0	0
The school informs me about my child's progress	39	65	17	28	4	7	0	0
My child is making enough progress at this school	36	60	19	32	3	5	2	3
The teaching is good at this school	45	75	13	22	1	2	0	0
The school helps me to support my child's learning	39	65	16	27	3	5	0	0
The school helps my child to have a healthy lifestyle	39	65	21	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	58	18	30	3	5	0	0
The school meets my child's particular needs	42	70	15	25	1	2	2	3
The school deals effectively with unacceptable behaviour	41	68	14	23	1	2	3	5
The school takes account of my suggestions and concerns	40	67	15	25	0	0	3	5
The school is led and managed effectively	48	80	8	13	3	5	0	0
Overall, I am happy with my child's experience at this school	47	78	12	20	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2010

Dear Pupils

Inspection of Crudwell Cof E Primary School, Malmesbury SN16 9ER

Thank you so much for the very warm welcome you gave us when we came to visit your school recently. A special thank you to those pupils who came and talked to us about their work and told us about all the wonderful things you are involved in. We especially like the way you all try very hard and become very successful learners. We have no hesitation in agreeing with you and the vast majority of your parents that Crudwell is an outstanding school.

These are the other things we liked.

- You make excellent progress because the teachers help you to become very good at learning for yourselves and with each other.
- You behave extremely well, really enjoy school and make excellent contributions to school activities and to the local and wider communities.
- You clearly enjoy coming to school and attend regularly. These reflect the way the teachers and their assistants work very closely with your parents.
- Your headteacher and all the staff work very hard to provide you with the best education possible. They take great care of you and want to see you all achieve the best that you possibly can.

Even though you go to an outstanding school, your very talented and determined headteacher, governors and staff still want the school to get better. We saw some really excellent work in English and mathematics, for example, and agree with you that you'd like more opportunities to become just as talented in other subjects, such as art, and design and technology.

We know you will continue to do your very best at Crudwell and we wish you all every success in the future. Thank you once again for making our visit such an interesting and happy experience.

Yours sincerely

Alex Baxter

Lead inspector

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