



Crockerne Church of England Primary School

Inspection Report - Amended

Unique Reference Number 131120
Local Authority North Somerset
Inspection number 282170
Inspection dates 11–12 October 2006
Reporting inspector Alexander Paul Baxter

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

Type of school	Primary	School address	Westward Drive
School category	Community		Pill
Age range of pupils	3–11		Bristol BS20 0JP
Gender of pupils	Mixed	Telephone number	01275 372659
Number on roll (school)	271	Fax number	01275 371391
Appropriate authority	The governing body	Chair	Janet Nobes
		Headteacher	Lara Furmidge
Date of previous school inspection	21 June 2004		

Age group 3–11	Inspection dates 11–12 October 2006	Inspection number 282170
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is above average in size and includes 45 children attending part time in a purpose built Nursery. An attached children's centre is also being developed for parents with children in the Nursery. A below average proportion of pupils are from minority ethnic groups or have English as an additional language. The proportion of pupils with learning difficulties is average. Children's attainment on entry generally matches the level expected for their age. Recently the school has been through a period of considerable staff change and disruption as a result of refurbishment of the accommodation.

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 school that has emerged from a period of significant disruption and has done well to re-establish a satisfactory quality of education for its pupils. Whilst it no longer has serious weaknesses, as described at the time of the previous inspection, it still has some way to go before the good teaching and learning evident in the Nursery and Years 5/6 classes are consistent features across the school. Key factors promoting the school's good improvement are the good leadership of the headteacher and her deputy, close guidance from the local authority, developing teamwork by staff and governors and a strengthening partnership with parents. Whilst a few parents want more improvement, particularly to the accommodation, the vast majority readily expressed their appreciation of the changes made and one commented, 'There is a demonstrable improvement in the school'. Inspectors agree.

Achievement is now satisfactory, including for pupils with learning difficulties, and reflects the school's steadfast and successful determination, strongly exemplified by the headteacher, to overcome its deficiencies. Standards at the end of Year 6 also reflect this and are broadly average. Although progress has been uneven in the past, leaving a legacy of gaps in pupils' skills, for example in writing, it is now much more consistent as some previously weak teaching has been eliminated. So much so that pupils say, 'Teachers help us to improve our work by giving us advice and having faith in us'.

Teaching and the curriculum are satisfactory and improvement continues. This is particularly evident in Years 5 and 6 and in the 2006 Year 6 national tests when there was better performance by higher attainers in reading, mathematics and science. However, except in the new phonics lessons, teachers do not always use assessments of pupils' work to match work closely enough to pupils' different abilities. As a result, more able pupils in Years 1 and 2, and average and lower attainers in Years 3 and 4, do not always do as well as they could, especially in writing. Reception children make satisfactory progress that reflects the quality of the provision provided for them.

In response to good pastoral care and the good personal development of the pupils, behaviour is much improved. An ethos of respect and good manners is becoming embedded and pupils' spiritual, moral, social and cultural development is sound. Pupils feel safe, enjoy school and attend regularly. In keeping with the school's Christian ethos, they make good contributions to the community.

The quality of leadership and management is satisfactory overall, but school self-evaluation and decision making are good. The headteacher and deputy headteacher have an accurate view of the main strengths and weaknesses and governors make a sound contribution. However, other colleagues do not yet have such a sharp awareness of pupils' capabilities and achievements. Despite this, the school's proven track record in addressing serious weaknesses in a turbulent period shows that it has a good capacity to improve further.

What the school should do to improve further

- Raise pupils' achievement and standards, especially in writing.
- Develop the more consistent and effective teaching and learning, seen in the Nursery and Years 5/6 classes, in other classes through the school.
- Improve assessment procedures and the use of assessments of pupils' work to inform planning, future teaching and pupils' learning.

Achievement and standards

Grade: 3

Standards are average at the end of Year 6 and pupils' achievement, including pupils who have learning difficulties, is satisfactory.

Children have broadly average ability and experience when they start school. They make good progress in the Nursery, especially in learning to cooperate with others. Children enter Reception classes with average skills, but confident in attending school. They make satisfactory progress and reach average standards for their age when they enter Year 1. Personal, social, emotional and physical skills are developed well.

Progress is satisfactory overall in Years 1 and 2. It is improving, having been constrained by instability and weaknesses in teaching. Except for the year group tested in 2006, which had many more pupils, particularly boys, with learning difficulties than other year groups, standards are broadly average in Year 2. Pupils currently in Year 2 show mostly average skills, but there are weaknesses in writing and in the performance of potentially higher attainers.

Improved teaching has re-established more steady progress in Years 3 to 6, especially by boys. This is shown in the improved Year 6 results in national tests in 2005 and 2006. Achievement is improving and is no longer a serious weakness. However, much remains to be done, particularly in writing and for average and lower attainers, to establish good learning throughout the school.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The emphasis on social and emotional education in the very supportive Nursery provision gives the youngest children an excellent foundation. Pupils enjoy school and attitudes are positive, particularly in classes where teaching and learning are consistently good or better. The much improved behaviour ensures that pupils feel safe, both in school and in the playground. Attendance is satisfactory.

Pupils have a sound understanding of what constitutes a healthy lifestyle and appreciate the school's good provision for sports. The school council provides pupils with a voice in the school. Members are conscious of their developing role and responsibility and are eager to gather and implement ideas such as 'Fit Fridays'. Pupils' spiritual, moral, social and cultural education is sound. There are strong relationships with the church

and pupils contribute well to community events. Improving progress in literacy and numeracy and visits to local industry and business prepare pupils appropriately for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Rigorous monitoring and support for teaching are bringing significant improvements; for example strengthened classroom management has improved pupils' behaviour in lessons. Strategies such as 'Snappy phonics lessons' are also improving pupils' literacy skills. Teaching is particularly effective in the Nursery and Years 5/6 classes where learners are engaged in a consistently interesting way. Teaching is satisfactory in other classes through the school. Classroom assistants support pupils well, particularly those with learning difficulties. Many teachers have strengthened the way they challenge potentially higher attaining pupils, for example through problem solving in mathematics and science, but this is not fully embedded across the school. Not all teachers use assessments of pupils' work to inform their planning and to target pupils' differing needs to best effect. Teachers promote warm relationships, value pupils and their efforts and manage pupils' behaviour effectively. A key element in improving progress is the way teachers use questioning to draw ideas from the pupils and build on their previous learning, but this is not yet embedded as a consistent strength in all classes.

Curriculum and other activities

Grade: 3

The curriculum, including that on offer for children in Reception, is satisfactory and has been improved significantly since the last inspection. It is enriched with a good range of well-attended clubs and activities beyond the school day, including a thriving breakfast club. These have beneficial impacts on pupils' personal qualities. An attached children's centre is being developed for parents with children in the Nursery. More rigorous planning this year ensures that all subjects receive sufficient time, and an emphasis on literacy and numeracy is raising standards. Increasing beneficial links between the way subjects are taught provides more interesting experiences for all pupils. Nursery children enjoy particularly well-balanced and stimulating experiences and have a very good start to school life. Information and communication technology (ICT) is very well resourced and is well used by all pupils. The accommodation for older pupils is much improved, but is not yet used to best effect to display and celebrate pupils' achievements.

Care, guidance and support

Grade: 3

The care, guidance and support given to pupils are satisfactory. Warm relationships between staff and pupils, and with parents, ensure good day-to-day personal care. This is not always supported to best effect by regular reviews of documented procedures. The staff are very good at making sure pupils are safe and healthy.

Links with parents and other agencies are effective, especially in supporting pupils with learning difficulties. The opportunities created by the well-attended after school clubs and breakfast club enrich the support given to the pupils and their parents. Parents were eager to praise the staff for their caring efforts. Guidance and support for pupils' personal development are good. Academic guidance, for example using assessments to strengthen pupils' progress, is now satisfactory but, as with other recent improvements, is still developing. Improving this is a key area for the school's future development.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Good leadership by the headteacher and deputy headteacher has brought much needed stability over the past year and during this term. This has helped to quicken the pace of improvement. The headteacher has successfully promoted a team approach to managing the school, and the developing roles of senior managers, now including an assistant headteacher, plus more organised support from the governing body have ensured that the school moves forward and improves pupils' progress.

Good self-evaluation, strengthened by advice from the local authority and informed by monitoring of teaching, has helped to ensure greater consistency in pupils' learning. Senior managers now have a good understanding of the school's strengths and weaknesses and have increasing effect in rectifying a legacy of inconsistent provision and achievement. For example, targeted support for potentially higher attaining pupils had a good impact on standards in Year 6 this year; promoting this across the school is the next step.

Much remains to be achieved, however, especially in bringing consistency to pupils' learning. Other new initiatives, for example tracking pupils' progress, have not had time to impact to best effect and new coordination roles, for example in the Foundation Stage (Nursery and Reception combined), have yet to have major impact. Even so the strongly shared determination to move forward and the school's success in improving behaviour and pupils' achievement demonstrate that the school has a good capacity to improve further.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
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	3

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?	3

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 performance is monitored, evaluated and improved to meet challenging targets	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

Thank you for welcoming us to your school. We enjoyed our visit and talking with many of you. We were impressed with your good behaviour and the way you respect each other and the caring adults who look after you so well. We could sense how pleased you are with your school now and we think that it gives you a sound education. We noticed too how proud you are about the way so many of you are improving your learning. Standards in English, mathematics and science are average in Year 6 and show that most of you are making satisfactory progress by the time you leave school.

Here are some highlights

- Your headteacher and her colleagues are working hard to improve the school so that you can enjoy your work and make even better progress.
- The teachers work closely with your parents and with others outside school to help you learn.
- The youngest children have a very enjoyable start in the Nursery.

Aspects that need to be improved

- We have asked your teachers to help you achieve even more and we want you to work hard and to improve your writing and mathematics.
- We have asked your teachers to help you learn even more in lessons so that you can make good progress as you move through the school.
- We want your teachers to improve the way they check on how well you are doing so that they can teach you how to make the next steps in your learning.