

# Crockerne Church of England Primary School

## Inspection report

---

<b>Unique Reference Number</b>	131120
<b>Local Authority</b>	
<b>Inspection number</b>	341096
<b>Inspection dates</b>	6–7 October 2009
<b>Reporting inspector</b>	Alison Grainger

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Nobes
<b>Headteacher</b>	Mrs Lara Furmidge
<b>Date of previous school inspection</b>	1 October 2006
<b>School address</b>	Westward Drive Pill Bristol BS20 0JP
<b>Telephone number</b>	01275 372659
<b>Fax number</b>	01275 371391
<b>Email address</b>	crockerne.pri@n-somerset.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	6–7 October 2009
<b>Inspection number</b>	341096

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff, pupils and the school improvement partner. They also met informally with parents. They observed the school's work, and scrutinised pupils' recorded work for this school year. They looked at documentation, including the school's evaluation of its work, curricular planning and examples of the records kept on pupils. Account was taken of the 80 questionnaires completed by parents.

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

- The start given to children in the Nursery and Reception.
- How well teaching and the curriculum contribute to pupils' progress, particularly in writing and mathematics in Years 1 to 6.
- The extent to which leaders and managers objectively and accurately evaluate the effectiveness of provision and drive improvements.

## Information about the school

Almost all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average, although higher in some year groups than others. The school's Early Years Foundation Stage provision includes a Nursery, which children attend part-time, a Reception class, and a class in which some Reception children are taught with Year 1 pupils.

Since the last inspection, a children's centre has opened on the school's site. This centre, which is managed by North Somerset Council, offers additional provision for children of Nursery age. The children's centre was not included in this inspection. The school provides a breakfast club for pupils.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school's overall effectiveness is inadequate because teaching and the curriculum in Years 2 to 6 and not matched satisfactorily to pupils' differing learning needs. As a result, many pupils make inadequate progress and there is widespread underachievement in these years. Pupils' recorded work shows that pupils are moving on slowly in writing and mathematics in particular. In contrast, pupils get off to a satisfactory start in the Nursery, Reception, and Year 1, where the provision ensures that they make steady progress.

Although there are instances of satisfactory and occasionally good teaching in Years 2 to 6, expectations of the standards pupils are capable of attaining are generally too low. Often, all the pupils in the class are expected to move through activities and whole-class sessions at the same pace and at the same level, regardless of their differing starting points and capabilities. This weakness, which restricts pupils' progress significantly, arises from teaching not being securely based on ongoing assessment of pupils' needs. Linked to this, pupils do not receive clear enough feedback on what they are doing well or guidance on what they most need to improve.

Added to the weaknesses in teaching, the curriculum does not ensure that pupils' knowledge, understanding and skills are built up consistently during the course of the year, or from one year to the next. Pupils have too few opportunities to apply and develop their skills in writing and mathematics across different subjects, such as science. In the lessons observed, however, inspectors saw effective deployment of teaching assistants to support pupils with special educational needs and/or disabilities. As a result, this group of pupils makes satisfactory progress.

The care, guidance and support provided for pupils are satisfactory. Pupils and parents are sure that the school is a safe place. As one pupil said, 'The school is a calm and safe environment.' Another observed, reflecting the views of many, 'We have people we can talk to,' and a third said, 'We can trust the teachers.' Pastoral care is strong and effective support is given to meeting the personal needs of the most vulnerable pupils. Not only do pupils feel safe at school, but they also know how to stay safe when out of school, such as when riding bicycles in traffic. This is because the school develops this aspect of pupils' understanding well. Positive behaviour, regular attendance and healthy

**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

lifestyles are promoted satisfactorily. However, support and guidance for pupils do not focus well enough on improving their learning.

The school's leadership and management are inadequate. Leaders and managers have not rigorously evaluated the impact of provision, particularly teaching, on pupils' progress and attainment. They have seen the school as much better than it really is, and have not held teachers accountable for the quality of pupils' learning in their classes. Because self-evaluation is wide of the mark, weaknesses are not identified and rectified and the school is not demonstrating that it has the necessary capacity to improve. Improvements noted at the last inspection have not been sustained.

**What does the school need to do to improve further?**

- Ensure that teaching is closely matched to all pupils' needs in Years 2 to 6 in order to accelerate their progress, particularly in writing and mathematics, by:
  - using ongoing assessment to pitch tasks at the right level of challenge for different groups of pupils and to respond to pupils' needs in whole-class sessions
  - providing all pupils with clear feedback on what they are doing well and guidance on how to improve their performance.
- Make sure that the curriculum promotes effective progress by:
  - consistently building pupils' knowledge, understanding and skills from year to year and within each year
  - providing good opportunities for pupils to develop and apply their skills in writing and mathematics across different subjects.
- Drive improvement and embed ambition by:
  - rigorously evaluating the impact of provision, particularly teaching, on pupils' progress and attainment and taking swift action for improvement
  - holding all teachers accountable for the quality of learning in their classes.

**Outcomes for individuals and groups of pupils****4**

The lessons observed during the inspection and pupils' recorded work provided a clear picture of pupils making steady gains in their learning up to the end of Year 1, but inadequate progress in Years 2 to 6. Although pupils' results have been broadly average at the end of Year 6 in recent years, a different picture is evident in the school now. The current Year 6 pupils entered Year 3 with low attainment and the school has not been effective in improving their performance. Standards are very low in this year group now. Pupils are also working below the expectations for their age throughout Years 2 to 5, and particularly in Year 5. Many pupils of average and above average capability are underachieving. Nevertheless, those with special educational needs and/or disabilities make satisfactory gains because of the targeted support they receive.

Pupils' satisfactory behaviour ensures that lessons run smoothly without disruption, and

**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

helps the school to be a safe environment. Pupils form positive relationships with others. They show concern for the needs of those less fortunate than themselves, for example by helping to raise funds for charities. Through the school council, and by taking on routine responsibilities, pupils make a satisfactory contribution to the community. The outcomes in pupils' behaviour, relationships, and willingness to work collaboratively with others when given the opportunity reflect the satisfactory quality of their spiritual, moral, social and cultural development.

Pupils' understanding of the importance of eating healthily and participating in regular exercise is satisfactory. Many parents and pupils commented on how much they appreciate the regular opportunities for pupils to have exercise through swimming. Although the attendance rate is broadly average and pupils want to learn, shortcomings in the development of crucial skills in writing and mathematics mean that pupils' preparation for their future lives is inadequate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Across the school, lessons proceed in a calm atmosphere. Good relationships are evident

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

**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

between teachers, teaching assistants and pupils. As a result, pupils follow instructions well. Even so, teaching in Years 2 to 6 is failing to move learning on adequately. Too often, whole-class sessions are pitched at the same level for all the pupils without, for example, questions being targeted at different levels for different ability groups. Introductory sessions sometimes go on too long, and so fail to engage the pupils. Expectations are generally too low for pupils of average and above average capability, not only in the whole-class input but also in the tasks provided.

Marking is weak. Feedback often praises incorrect work and fails to pick up inaccuracies such as in the basics of literacy. One pupil, for example, was praised for using capital letters although the use of these was incorrect. Such poor marking is not unusual. Pupils are not guided adequately through targets and marking to improve their performance.

The curriculum is not planned to build pupils' knowledge, understanding and skills progressively. For example, in both Years 5 and 6 and Years 3 and 4 all pupils are often expected to do the same work regardless of their age and capabilities. This occurs not only when pupils are taught in mixed age classes but also when they are in single year group classes. Not enough attention is given to promoting key skills in writing and mathematics across the curriculum. The school knows, for example, that pupils' skills in writing at length are underdeveloped but no effective action has been taken to deal with this in the opportunities provided for writing so far this term.

Although no clubs have started this year, enrichment through visits, visitors and clubs is normally good. Usually, as one pupil commented, 'The school has lots of after school clubs like choir, judo, ICT (information and communication technology) and lots more.' Pupils in Years 3 and 4 speak enthusiastically of the residential visit that many of them took part in earlier this term.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

The school's leaders and managers have an unrealistic view of its effectiveness. As a result, there is a marked lack of ambition to drive improvement. Many pupils now in Year 6 have fallen behind since the start of Year 3, but leaders and managers do not see this as indicating that there are serious shortcomings in provision.

The school's monitoring and evaluation systems are not rigorous enough. While activities such as lesson observations are undertaken, they do not involve sufficient analysis of how the quality of provision, particularly teaching, has an impact on pupils'

**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

attainment and progress. This means that the school does not identify weaknesses and does not take effective action for improvement. As a result, the school cannot ensure that it is effective in promoting equal opportunities and tackling discrimination.

Governors are supportive and committed and fulfil their statutory duties. At the time of the inspection, safeguarding procedures were found to meet government requirements. However, the governing body is not well enough involved in the school's self-evaluation or in identifying priorities for improvement. Governors take part in an annual evaluation day, but they do not have sufficiently effective systems for holding senior leaders to account.

Community cohesion is promoted satisfactorily. This is seen, for example, in the support for pupils with special educational needs and/or disabilities and for vulnerable pupils and their families. It is also evident in the way in which parents' views are increasingly sought and acted upon. The school works closely with other schools, such as the local secondary school. It also has effective links with outside agencies to support vulnerable pupils.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Early Years Foundation Stage**

Children settle well in the Nursery and Reception. They make steady progress and their achievement is satisfactory. This is because teaching and the curriculum take appropriate account of their learning needs, allowing them to work at the right level. When they enter the school, children's attainment is within expected levels. It is broadly average on transfer to Year 1.



**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

Children behave well and form good relationships, supported by good care and attention to their welfare. Their personal, social and emotional development is promoted well, and in this area of learning progress is good, as it was at the last inspection. This was seen, for example, in a lovely social gathering when children in Reception had lunch together in their classroom.

Adults support learning successfully in the stimulating indoor environment. However, the staff team agree that the outdoor area has not been developed enough to promote learning effectively. Much of the outdoor equipment looks 'tired'. Although learning moves on steadily and ongoing assessment takes place, the use of assessment information to support planning is not sharp enough to promote a good pace of progress.

Leadership and management are satisfactory. There are strengths, such as in the way in which the Nursery and the two classes with Reception children work together. Links with the children's centre on the school's site are strong. However, relatively weaker areas of provision are not well enough identified well enough to bring about action to accelerate children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

The vast majority of parents who completed the inspection questionnaire or spoke with inspectors are pleased with the school. They describe the school as a 'happy, caring place' and appreciate the way in which their children are looked after. They see general communication with them as good.

A small number of parents expressed concerns that they do not know how well their children are progressing. One parent, for example, told inspectors that information on pupils' progress is good for younger children, but not for older pupils. Inspectors agree that feedback to pupils on their performance, such as through the use of targets, is not good enough. This has an impact on information for parents, restricting the extent to which they are guided to support their children's learning at home.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crockerne Church of England 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 12 statements about the school.

The inspection team received 80 completed questionnaires by the end of the on-site inspection. In total, there are 252 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	70	24	30	0	0	0	0
The school keeps my child safe	49	61	31	38	0	0	0	0
The school informs me about my child's progress	31	39	42	52	6	7	0	0
My child is making enough progress at this school	35	43	40	50	2	2	1	1
The teaching is good at this school	34	42	42	52	1	1	0	0
The school helps me to support my child's learning	38	47	36	45	3	4	1	1
The school helps my child to have a healthy lifestyle	39	49	33	41	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)	39	49	33	41	0	0	0	0
The school meets my child's particular needs	33	41	42	52	2	2	1	1
The school deals effectively with unacceptable behaviour	23	29	46	57	0	0	1	1
The school takes account of my suggestions and concerns	31	39	39	49	5	6	0	0
The school is led and managed effectively	34	42	42	52	1	1	0	0
Overall, I am happy with my child's experience at this school	46	57	32	40	1	1	1	1

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



8 October 2009

Dear Pupils

Inspection of Crockerne Church of England Primary School, Bristol, BS20 0JP

Thank you for helping us when we visited your school. We enjoyed talking with you. We saw that you are polite and helpful young people. Your sensible behaviour about the school helps to make it a safe place. Many of you told us that you feel safe at school and that the adults are approachable and look after you well.

You told us that most of you enjoy school, particularly the clubs that you have attended and the opportunities for activities such as swimming. Some of you in Years 3 and 4 told me how much you enjoyed the residential visit at the start of this term.

We saw that you are keen to learn and to please your teachers. We found that you get off to a steady start in the Nursery, Reception and Year 1. Those of you who find learning hard are given the support you need to do your work all the way through the school. However, we also found that many of you do not learn enough in Years 2 to 6, and so are not reaching the standards that you should be. The school is not making the improvements necessary to speed up your progress so we have said that it needs 'special measures'. This means that it will be given outside help to improve your learning and that other inspectors will visit to see how it is getting on.

We have asked the school to make sure that teaching and the curriculum are matched more closely to your learning needs. This is so that you make more progress, particularly in writing and mathematics. Linked to this, we have asked the teachers to tell you more clearly about what you are doing well and what you need to work on most to improve your work.

We have also said that the adults in charge of the school must check up more carefully on how well they are helping you to learn. By doing this, they will be able to spot the things that could be done better for you. You can help by working hard, continuing to be pleasant young people, and by telling your teachers if work is too easy or too difficult.

Yours faithfully

Alison Grainger

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**