

# Crowton Christ Church CofE Primary School

Crowton, Northwich, Cheshire, CW8 2RW

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. They reach standards that are above those nationally in English and mathematics by the end of Year 6.
- Children get off to a good start in the Early Years Foundation Stage.
- Teaching is good overall, with some outstanding. Teachers have a good understanding of the individual needs of pupils in this small village school.
- Pupils' behaviour is good. They feel very safe and enjoy school, as demonstrated by their above-average attendance.
- The headteacher has successfully ensured that the quality of teaching and pupils' achievement have improved since the last inspection. Well-considered improvement plans indicate clearly that the school is well placed to continue to improve.
- Governors are well informed and not only support but also challenge the school.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Teachers' questioning does not always make sure they have a clear picture of what pupils have learned or can do.
- Progress over time in Years 3 and 4 is not consistently good.
- The work set for pupils to do in mathematics is not always challenging enough, especially for the most-able pupils.
- Not all teachers use marking well by making sure that pupils respond to the advice given.

## Information about this inspection

- The inspector observed 10 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- The inspector heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments were scrutinised.
- There were seven responses to the online questionnaire (Parent View) but this is below the number that allows the responses to be viewed. The lead inspector read letters sent in by parents and also reviewed the school's own parent questionnaire responses.
- The inspector reviewed the inspection questionnaires completed and returned by staff.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a below average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- There are no pupils who are learning to speak English as an additional language.
- The proportion of pupils known to be supported by the pupil premium funding is well below average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school has achieved many external awards, including the Green Flag Eco-Schools' award.

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

- Increase the proportion of good and outstanding teaching so that more pupils make rapid progress by:
  - ensuring that pupils in Years 3 and 4 consistently make the best possible progress
  - ensuring that teachers' questioning is highly effective in establishing what pupils have mastered and helping them make rapid progress
  - ensuring that marking helps pupils to improve, with checks to make sure that pupils take notice of the comments made
  - sharing further the outstanding practice that exists within the school.
- Ensure the work pupils are asked to do is always challenging, with plenty of opportunities for pupils to use their skills in solving problems, especially in the work set for the most-able pupils.

## Inspection judgements

### The achievement of pupils is good

- Since the last inspection, pupils' achievement has risen. Improvements in teaching are leading to good progress and rising standards. With less than 10 pupils in some age groups, data need interpreting with care but, nevertheless, the picture is one of an improving school.
- Children in the Reception class make good progress from starting points that are similar to those found nationally. They choose activities and share resources well. All members of staff make sure that children's personal needs are high on the agenda and met very well. The arrival of Ernie, the school's guinea pig, has prompted much discussion and excitement. Children do well in acquiring early reading, writing and mathematical skills so they are well prepared for learning in Year 1.
- In the national check on Year 1 reading skills in 2013, pupils' skills were above the national average. Improvements have been made in the teaching of letters and sounds.
- Good progress continues through the rest of the school but there is some fluctuation in Years 3 and 4. School tracking data and a survey of pupils' workbooks show that, at times, pupils' progress is less than good. The school is taking action to address this issue.
- By Year 6 in 2013, standards in English and mathematics were above average. Lesson observations, scrutiny of work and hearing pupils read confirm this is the case for current Year 6 pupils too.
- Eventually, all pupils, including the most-able pupils, attain well in reading, writing and mathematics, though progress over time is variable.
- Work in books shows that there are good levels of challenge for pupils to use and develop their writing skills in most classes. However, some of the work pupils are asked to do in mathematics lacks sufficient challenge, especially for the most-able pupils. For example, there are pages of sums all marked correct, but little evidence of pupils being asked to apply these numeracy skills in solving more complex mathematical problems.
- There is a good level of participation in physical education. These include out-of-school sporting activities. Pupils are developing healthy lifestyles; they understand, and can clearly explain, the importance of taking part in sport to help to improve their physical well-being.
- Disabled pupils and those with special educational needs are well supported and make good progress in developing their basic literacy and numeracy skills.
- The number of pupils supported by the pupil premium funding is very low and, in some age groups, less than three. As such, any comparisons with the progress made nationally by pupils known to be eligible for free school meals, or with pupils at Crowton who are not entitled to free school meals, need treating with great care. However, there is nothing to suggest that there are any appreciable gaps between the achievement of these pupils and others.

### The quality of teaching is good

- Teaching is typically good with examples of outstanding practice.
- Teachers and support staff build strong and trusting relationships with pupils. As a result, pupils become confident and willing learners.
- While teaching during the inspection was at least good, a scrutiny of pupils' work and of the school's tracking data points to a small proportion of teaching over time requiring improvement.
- Teaching in the Reception class is good and at times outstanding. Staff are skilful at judging when to intervene and keep learning moving along at a fast pace.
- During the inspection, lessons had a very purposeful feel, with pupils keen to learn. In an outstanding literacy lesson, pupils were motivated to use their writing skills well. One pupil in Year 6, as part of his writing, included the following description, 'The streets were like an ice rink and the snow was like a pitch white blanket.'

- Teachers ask sensible questions but do not always involve all pupils. For example, pupils respond with their hands up and teachers select one pupil then move on.
- Teachers mark work regularly and carefully in literacy and mathematics. Pupils do say that marking helps them to improve. However, not all teachers make sure that pupils respond directly to the advice given. Marking is not as effective in topic and science books.
- Throughout the school, teaching assistants provide good support, especially for pupils with special educational needs.

### **The behaviour and safety of pupils** are good

- Members of staff are very aware that they must not only meet the academic needs of the pupils but also their personal needs. They do this well, and it is an important factor in making sure pupils feel safe and make good progress.
- Pupils are very friendly, keen to learn and are happy to share their learning with their classmates. For example, Year 6 pupils talk knowledgeably and enthusiastically about how the work they are doing is helping them improve their writing.
- Pupils have very positive attitudes to learning and enjoy school. Parents who sent letters into school and those who completed the school's own questionnaire agree with this.
- Pupils behave very well and not just in classrooms. For example, lunchtimes are sociable occasions. In the playground, pupils of all ages play well together and enjoy eating their break-time toast.
- A scrutiny of records, and observations during the inspection, show that behaviour over time is very strong. Isolated incidents of unacceptable behaviour are dealt with well.
- The school is highly successful in creating a whole-school family feel. There are many opportunities provided in the curriculum to promote pupils' spiritual, moral, social and cultural development but at times opportunities are missed to promote pupils' understanding of cultures different from their own. However, pupils have highly positive views on the importance of helping those less fortunate than themselves.
- Pupils take part in a wide range of activities, including sporting events, choir and instrumental tuition and are proud of what they achieve. It was a delight during the inspection to listen to the younger pupils singing together in preparation for the Christmas nativity play.
- Pupils have a very good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet, including cyber bullying, and know how to avoid these problems, but their understanding is not as strong as in other areas. Pupils have a good understanding for their age of other types of bullying.
- Pupils respond extremely well to the many opportunities provided for them to take on school responsibilities. These include jobs in the classroom, being a member of the school council or being a junior safety officer. Around the school, pupils are always very willing to help visitors.

### **The leadership and management** are good

- The school ensures that pupils of all abilities and backgrounds have equal opportunities for success and it tackles discrimination well. There is a real sense of community.
- Leaders have an accurate view of the school's strengths and weaknesses. Areas for improvement from the previous inspection have been addressed effectively.
- The headteacher, the senior teacher and middle leaders carry out their duties very well. There is a clear plan for continuous improvement.
- In this small school, staff have responsibilities for leading multiple aspects of school life and do so effectively.
- Detailed records for individual pupils are used well to check the progress of pupils and identify

those who need additional support.

- There are effective systems in school to manage teachers' performance. Teachers' individual needs are identified and information gained from monitoring teaching and learning is used well to improve teaching.
- Staff who completed the staff questionnaire are very positive about all aspects of school life.
- The curriculum provides a good range of opportunities for pupils to learn a varied range of subjects. Provision for pupils' spiritual, moral, social and cultural development is good overall.
- The local authority regards the school as one only in need of 'light-touch' support because it sees it now as an improving school.
- The school has a well-written plan in place as to how the primary school sport funding is being used to enhance further the provision for physical education.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met.

■ **The governance of the school:**

- Legal responsibilities are discharged well. Governance has improved since the previous inspection. Governors are well aware of the school's areas for development and closely examine the data on pupils' progress, asking relevant questions. A number of governors have taken part in classroom observations, thereby enhancing their knowledge of what actually goes on in lessons. Governors have a good understanding of performance management arrangements. They keep a close check on the school's budget and try to make sure that the pupil premium money is used to good effect for the purpose intended. The safeguarding of pupils is given a high priority.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111336
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	426123

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 aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	69
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Downes
<b>Headteacher</b>	Heather Harris
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	01928 788230
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