

# Croxton Kerrial Church of England Primary School

School Lane, Croxton Kerrial, Grantham, NG32 1QR

**Inspection dates** 17–18 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils thrive in the positive, caring environment to become confident and capable learners.
- The headteacher leads the school well. Under her clear direction, a strong, united team of staff has improved the quality of teaching and raised pupils' achievement.
- All leaders, including subject leaders and governors, have an accurate view of the school's strengths and areas for development.
- By the time they leave the school, most pupils achieve or exceed the standards expected of eleven-year-olds in reading, writing and mathematics. This represents good progress from often low starting points.
- Teaching across the school is good. Staff know individual pupils well and plan work effectively so that it meets their different needs.
- Children in the early years get an excellent start to school. They make outstanding progress from their different starting points.
- Disadvantaged pupils achieve as well as, and sometimes better than, other pupils in school.
- Disabled pupils and those who have special educational needs are given the support they need to make good progress.
- Pupils' behaviour is good. The pupils are attentive in lessons and are keen to learn. The high attendance level reflects their enjoyment of school.
- Pupils feel extremely well cared for. Staff have outstandingly thorough procedures to keep pupils safe in school and when they go out on visits.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils appreciate fundamental British values, such as tolerance and respect for people from all backgrounds.
- The additional sports funding for primary schools is spent effectively to inspire pupils and ensure their sports skills and enthusiasm are secured.

### It is not yet an outstanding school because

- Leaders do not check pupils' achievement and progress effectively enough in all subjects.
- There are too few opportunities for pupils to apply and consolidate their English and mathematical skills in their work in other subjects.
- Teachers' written comments in pupils' books are not always sufficiently clear to help pupils improve their work.
- Teachers do not always check to see if pupils act on the feedback provided.

## Information about this inspection

- The inspector visited all three classes to observe lessons, talk with the pupils about their work and look through their books. Most of these activities were undertaken jointly with the headteacher.
- The school's records and documents were looked at. These included information relating to checks on pupils' progress, the school's self-evaluation, plans for school improvement, records of the monitoring of teaching and learning, records relating to pupils' behaviour and attendance, the minutes of the governing body and safeguarding documents.
- The views of the 30 parents who responded to the online questionnaire (Parent View) were also taken into account as well as comments made by parents during informal discussions before the start of school. Other communications from parents were received and taken into account.
- Ten responses to the staff questionnaire were considered.
- Pupils' work in books was reviewed with the headteacher to assess pupils' progress in a range of subjects including English and mathematics.
- Discussions took place with members of the governing body, staff, groups of pupils and a representative of the academy trust.
- The inspector listened to pupils read and talked to them about the books they had read.

## Inspection team

Michael Appleby, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This academy is much smaller than the average-sized primary school.
- Croxton Kerrial Church of England Academy converted to become an academy school on the first of November 2013. When its predecessor school, Croxton Kerrial Church of England Primary School, was last inspected by Ofsted in February 2010, it was judged to be good overall.
- There are three classes. Class 1 has children from Reception, and pupils from Years 1 and 2. Class 2 has pupils from Years 2, 3 and 4. Class 3 has pupils from Years 5 and 6. The number of pupils in each year group is small.
- Children in the Reception Year attend the early years provision on a full-time basis.
- Most pupils are of White British origin.
- The overall proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The academy runs a breakfast club and an after-hours club. This provision is overseen by the academy's governors and is operated by academy staff.

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

- Improve the quality of teaching and raise achievement by ensuring that:
  - leaders' actions are based on a deep and accurate understanding of pupils' achievement in all subjects
  - teachers' marking clearly informs pupils what to do to improve
  - teachers check that pupils act on the guidance they are given and make the improvements recommended
  - pupils have more opportunities to apply and consolidate their English and mathematical skills in other subjects.

## Inspection judgements

### The leadership and management are good

- The headteacher's monitoring of teaching, learning and behaviour is very effective. The headteacher's drive for excellence is shared by the highly committed team of staff and governors.
- All staff feel that the leadership of the school is effective in improving teaching and learning. Good support is provided for teaching and support staff to help them improve their practice. The management of teachers' performance is robust and ensures teachers are held accountable for the progress of their pupils.
- The school's provision for pupils' safety and welfare and its safeguarding arrangements are outstanding. The staff and governing body ensure the school is an extremely safe and secure learning environment. There is a high level of care for the safety of pupils and procedures are very well established. Pupils have a well developed sense of right and wrong and treat each other with respect and kindness. Statutory safeguarding requirements are met in full.
- Senior and subject leaders make regular visits to classrooms to observe lessons and check pupils' work. The evidence gathered from these visits is used effectively to assess what needs to be done to improve the quality of teaching and pupils' achievement.
- Provision for pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are well prepared for life in modern Britain, because the school's curriculum, ethos and strong values foster a culture of respect and tolerance for all. Pupils are taught effectively about democracy and the importance of rules and laws.
- The school makes good use of the pupil premium funding to provide disadvantaged pupils with additional support, particularly in literacy and numeracy. As a result, the achievement of disadvantaged pupils in English and mathematics is as good as, and sometimes better than, that of their classmates.
- The progress of disabled pupils and those who have special educational needs is checked rigorously, and support is provided so they make good progress from their starting points. These pupils have the same opportunities as their classmates to access and enjoy all the learning opportunities the school provides. There is no evidence of discrimination in any aspect of the school's work.
- The school's curriculum is well planned and has rightly been focused on the development of literacy and numeracy skills. In addition, pupils study a variety of topics and go on interesting and valuable educational visits. Although teachers provide pupils with some opportunities to use the skills they learn in English and mathematics in other subjects, these are not frequent enough to raise pupils' achievement in these subjects to even higher levels.
- The primary physical education and sports funding is used very effectively to increase pupils' participation and skills, and to improve teachers' expertise in teaching physical education. The school employs a sports coach and this has resulted in improved fitness levels and more opportunities for pupils to take part in competitive sports. The school has enjoyed several recent successes in local sporting events as a result.
- Although leaders collect and use data about pupils' progress in reading, writing and mathematics quite effectively, this is not done as well in all subjects. The written marking of pupil's work in science and geography does not consistently give them clear guidance on how to improve.
- The academy trust has a good understanding of the school's performance. It works closely with the headteacher and the governing body to give challenge and support and to ensure that pupils' achievement and the quality of teaching continue to improve.
- The breakfast and after-school provision is carefully monitored to ensure the pupils are safe and well cared for.

### ■ The governance of the school:

- The governing body has an accurate and well-informed view of the school's strengths and areas for development, including pupils' achievement and the quality of teaching. Governors are actively involved in the school's self-evaluation process and the setting of targets for improvement. They visit the school regularly, talk with staff and pupils, observe activities and report back to the full governing body. As a result, they provide good levels of support and challenge for leaders at all levels.
- Governors have a good understanding of assessment and attainment data and what these tell them about pupils' achievement compared with schools nationally. Governors are kept well informed by the headteacher. They receive and question information provided to them termly about the progress of different groups in reading, writing and mathematics.
- Governors ask increasingly probing questions of the headteacher about the impact on pupils' achievement of staff training and financial expenditures such as the pupil premium and sports funds. This enables them to have a clear understanding of the allocation of the pupil premium funding and its impact on the progress of disadvantaged pupils.
- Governors monitor the school's finances carefully and effectively and keep a close eye on how the performance of staff is managed. They ensure there are close links between teachers' performance and their pay, promotion and training.
- Governors make a strong contribution to safeguarding through their regular checks in this area. Health and safety matters are carefully checked and actions are taken quickly to ensure pupils' safety.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They are polite, courteous and respectful to adults and each other. Pupils say and show that they are proud of their school. They play together harmoniously at breaktimes. Lunchtimes are calm and sociable occasions. Every opportunity is taken to promote pupils' spiritual, moral, social and cultural development.
- Pupils demonstrate good attitudes to learning in all classes. Pupils work together well and willingly help each other. This is evident throughout the school, from Reception to Year 6. Teachers and other staff apply school rules consistently and make their expectations clear, and so pupils behave well. On a few occasions, teachers have to remind some pupils not to call out or to concentrate on the learning activity.
- Leaders provide many opportunities for reflection about right and wrong, working together and the importance of understanding people of other faiths and backgrounds; this helps pupils to develop tolerance, respect and friendships.
- Pupils are proud of the contributions that they make to the life of the school, for example, as school councillors or by representing the school in a team. They are also proud of their involvement with the local community through activities such as carol singing and charity events.
- Attendance is above average. This is because pupils enjoy coming to school.

### Safety

- The academy's work to keep pupils safe and secure is outstanding. Leaders and governors give the highest possible priority to the safeguarding of pupils in their care. Safeguarding processes are rigorous and fully meet statutory requirements.
- Parents' comments to the inspector clearly demonstrated that they feel the school to be a very safe and caring environment in which staff know all pupils very well. Parents feel that the availability of teachers and teaching assistants at the beginning and end of each day, ensures that any potential issues are quickly resolved.
- Pupils say that they feel exceptionally safe at the academy. Pupils speak warmly about the trusting relationships that they have with adults in the school and how this helps them to feel safe and secure. Pupils are very knowledgeable about the various forms of bullying and say that instances of unkind

behaviour are very rare. Pupils say they have not experienced any bullying or name-calling. For example, one pupil said, 'Everyone is friends and takes care of each other.' Pupils are very clear about what to do should they have any concerns.

- The school teaches e-safety very well, and pupils can explain clearly how to keep themselves safe when online. They have a heightened awareness of the dangers associated with using computers and other electronic devices to access the internet and, in particular, social media sites.
- Access to the school is secure, and all visitors are appropriately checked. All staff are rigorously vetted prior to appointment. Staff carry out detailed risk assessments to ensure that pupils are safe, and checks made prior to off-site visits are comprehensive and robust.
- Leaders and other staff are well trained and highly skilled at identifying any pupils at risk of harm. They take appropriate actions to ensure that these pupils are kept safe and are given the support they need. Records show that leaders are meticulous in following up incidents to ensure pupils are safe. Staff link closely with outside agencies to ensure pupils are safe out of school as well as when they are in school.

### **The quality of teaching** is good

- Teachers successfully develop good attitudes to learning in the pupils. Teachers have very positive relationships with their pupils and so pupils want to please their teachers and do their best in lessons. Staff use assessment information well to match work to the needs of pupils so that all groups make good progress.
- Lessons are calm and productive, and teaching has a positive impact on learning and achievement, including in literacy and mathematics. Teachers are skilful in engaging pupils' interest so they concentrate well and work hard. Pupils are attentive and concentrate well on the tasks set for them, because teachers explain things well and show pupils clearly what to do.
- The teaching of reading is good in all classes. Good teaching of phonics (the sounds letters make) from the early years onwards ensures that pupils receive a good grounding in reading and spelling. Guided-reading sessions with teachers extend pupils' skills effectively throughout Key Stages 1 and 2.
- Pupils' work in books and on display shows that writing is taught very well. The school has improved the teaching of writing through good training, and leaders' and teachers' careful monitoring of pupils' progress. This has had a positive impact on the progress of pupils in all year groups.
- The teaching of mathematics is good, and the work in pupils' books shows that they make good progress. This is particularly the case in the development of mental and written calculation skills and their knowledge and use of number.
- Teaching assistants are used effectively throughout the academy. Their work in classrooms in support of the teacher is successful as they are skilled at helping pupils to understand new learning or practise things they may not have understood clearly. The well-planned deployment of adults ensures that disabled pupils and those who have special educational needs make good progress.
- Teachers plan a wide range of visits and visitors that stimulate the pupils' interest and enthusiasm. This adds greatly to the relevance and quality of their learning. Attractive displays throughout the school celebrate pupils' achievements and show that their work is valued, such as their work about the Ancient Egyptians and Narnia.
- Pupils are not always given enough opportunities to apply their writing and mathematical skills in other subjects. Consequently, their knowledge and skills, while secure, are not always as advanced as they could be.

- Although pupils' work is marked regularly, the feedback to pupils on what they need to do in order to improve is not always effective in moving their learning on. Pupils do not always receive clear advice about how to improve, apply or extend their learning. Pupils are not routinely expected to do corrections or respond to improvement suggestions made, and so learning opportunities are missed.

### **The achievement of pupils** is good

- When children join the Reception class their attainment is much lower than is typical for their age, particularly in reading, writing and number. Children make outstanding progress in the early years class, and attainment has risen to be in line with national figures when they enter Year 1.
- In Key Stages 1 and 2, pupils make good progress overall from their individual starting points and achieve well. In 2014, the proportions of pupils who made the expected rate of progress in reading, writing and mathematics during Key Stage 2 matched the national averages for all three subjects. The proportions of pupils making more than expected progress were also in line with national figures. Current pupils are on track to achieve above expected levels of progress in all three subjects.
- The attainment of pupils at the end of Year 2 and Year 6 is in line with the national figures in reading, writing and mathematics. Pupils are well prepared for the next stage of education.
- In 2014, the school's results in the phonics screening check at the end of Year 1 were above the national average, and current school assessments and inspection evidence suggest results will improve this year. This reflects the good teaching of letters and sounds in the early years and Key Stage 1.
- The small number of disabled pupils and those who have special educational needs make good progress across the school in reading, writing and mathematics. The effective support they receive enables them to access the same learning experiences as their classmates.
- Disadvantaged pupils make good progress and reach standards that are sometimes above those of their classmates and other pupils nationally. There were too few disadvantaged pupils in last year's Year 6 to compare their results with those of their classmates without the risk of identifying individuals.
- The achievement of the most able pupils in the school is good in all subjects.

### **The early years provision** is outstanding

- The Reception class provides a well-organised, safe and highly stimulating environment. Children make excellent progress in all areas of learning, with the large majority reaching a good level of development by the end of the Reception Year, including in important literacy and numeracy skills. They are very well prepared for Year 1.
- The quality of teaching is outstanding. The early years leader has an excellent understanding of the early years curriculum and how best to motivate children and help them to learn and develop well. She ensures that the teaching assistants are well prepared and interact purposefully with the children. This ensures that the children make the most of the learning opportunities provided for them.
- The leadership and management of the early years are outstanding. Staff are very well informed about each child's skills and knowledge, and so children of all abilities, including the most able, are well provided for. Children's attainment and progress are carefully checked and recorded. Detailed assessment folders, with photographs and annotations of their learning, are used extremely well to plan the next steps for children. The accuracy of the school's assessments has been ratified by external moderation.
- Every opportunity is taken to develop children's communication, literacy and numeracy skills, both in groups led by the staff and during activities that children choose for themselves. The outside area is used very effectively to support children's learning and, as a result, they make rapid progress. The acquisition of early literacy and numeracy skills is given high priority. Resources and activities that engage and

motivate children to read, write or calculate are very good. For example, children greatly enjoyed writing down customers information in the role-play hotel, and had a lot of fun matching halves of real fruit in a game they played outdoors with the adults.

- Outstanding attention is given to developing children's moral and social skills so that their behaviour is always especially good. They work and play very happily together. A high emphasis is placed on children's welfare, fostering independence, a love of learning and language development. The staff take great care of the children, and arrangements for their health and safety and safeguarding are robust.



## 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>	140317
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	450368

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>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Hawkes; Sarah Birch (Joint Chairs)
<b>Headteacher</b>	Anne Harvey
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01476 870393
<b>Fax number</b>	Not applicable
<b>Email address</b>	office@ckschool.leics.sch.uk

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