

Inspection of Crockerton CofE Primary School

Potters Hill, Crockerton, Warminster, Wiltshire BA12 8AB

Inspection dates: 6–7 November 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this school?

The headteacher has very high expectations of pupils and staff. As a result, pupils are safe and doing well at school. Pupils come happily to school every day. Any pupils who cannot attend have very good reasons as they enjoy their learning and the many stimulating activities that the school provides.

The school is a small and very harmonious community where pupils and staff show respect for each other and value the Christian ethos. Pupils live and breathe the three key rules: be kind, be safe, be responsible. Pupils behave well throughout the day, so everything is orderly.

Physical fitness is a key priority of the school. Even though there is limited space, pupils have every opportunity to exercise and learn new sports. Children in Reception go on weekly welly walks in the neighbouring countryside and pupils travel to Frome to learn gymnastics. Girls and boys enjoy team sports on the neighbouring field.

Bullying at the school is very rare. However, pupils are aware of the dangers of the internet and cyber bullies, so are up to speed with any recent concerns about social media.

What does the school do well and what does it need to do better?

The headteacher has led the teaching staff in designing an ambitious and broad curriculum for pupils in Years 1 to 6. Her desire is that pupils should be very well prepared for their next steps, so every subject in the national curriculum is studied. School staff link subjects through a topic-based approach which pupils enjoy. Sometimes, this means that teachers introduce new knowledge without considering deeply enough when pupils should learn it. On these occasions, pupils learn facts that do not link well. Staff constantly correct any mismatches in their plans.

From Reception onwards, pupils experience a culture of reading. Children start their phonics learning on their first day at school. Consequently, some children can already read simple sentences and write words independently. Teachers read stories and poems to pupils so that reading becomes an important part of their everyday life. Year 6 pupils read to, and listen to, Year 1 and 2 pupils weekly. The older pupils enjoy the responsibility that this provides. Younger pupils who find reading harder strive to read well to their buddies and are making better progress as a result. Because of this continuous support, pupils have done exceptionally well in the end of key stage 2 reading test for the past couple of years.

A new leader of mathematics took up post in September 2019. She has identified that pupils need to know their times tables better from Year 4 onwards. Some pupils find it hard to solve the problems that they should know how to do. Similarly, when pupils learn about new aspects of mathematics, some teachers do not explain carefully enough how pupils can use previous learning to make things easier.

Pupils relish any new learning and are keen to do well in whatever they undertake. They are attentive and listen well to teachers. Sometimes, their enthusiasm overtakes them, and the presentation of their work suffers. Teachers do not address this consistently. However, pupils' confidence grows because of the care they receive, so much so that children in Reception can present at school functions as well as the older pupils. For instance, they recite prayers in the weekly worship in front of the whole school.

The headteacher is very well supported by the governing body. Together, they have made sure that this school is so much more than the sum of its parts. There are numerous opportunities for pupils beyond those offered as part of their studies. There are countless trips, charity events, sports fixtures and visitors throughout the year. This allows pupils to have a far greater understanding of the world beyond their village.

Children in Reception have a very good start to their education. The Reception teacher provides a rich indoor environment that complements creatively the learning that she devises. Sadly, because of the limited outdoor space, children do not have as many activities outside as leaders would wish. Despite this, children make good progress in their early learning goals. Children respond well to adults. They take responsibility for their actions eagerly. Children show resilience and tenacity over an extended time. Children's personal and social development is strong because activities are set up where children can integrate, learn to share and take turns without undue fuss and bother.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher has done much to make sure that the school site is secure. New fences and security settings are in place so that visitor access is possible only under supervision.

Leaders have created a culture where assessing risk is the norm. The personal safety and well-being of pupils are secure. Well-managed processes are in place for monitoring and recording any safeguarding concerns.

Suitable checks are undertaken on staff and visitors. Leaders train staff in how to keep pupils safe from abuse, sexual exploitation and the influences of radicalisation and extremism. Staff work sensitively with parents, carers and external agencies to monitor and support the more vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of mathematics has improved over time. Leaders have introduced schemes of work that allow pupils to reason and problem solve more frequently. However, not enough attention has been given to ensuring that pupils know and apply their times tables to their work. Equally, teachers are not linking prior knowledge with what is happening next in pupils' learning. Leaders need to ensure that these aspects of mathematical learning are consistently in place and check that they are effective.
- The headteacher and staff have worked hard to provide a broad and stimulating curriculum for pupils at the school. Leaders need to maintain their evaluation of the organisation of pupils' learning so that pupils' knowledge builds and grows efficiently. In this way, they can remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	126318
Local authority	Wiltshire
Inspection number	10085630
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair of governing body	Tim Grant
Headteacher	Nic Ilic
Website	www.crockerton.wilts.sch.uk/
Date of previous inspection	April 2007

Information about this school

- The headteacher was appointed as acting headteacher in September 2017 and the position was made permanent in February 2018.
- The school does not use alternative provision.
- The school is a Church of England school within the Diocese of Salisbury.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- Inspectors visited lessons with the headteacher.
- Inspectors scrutinised samples of pupils' work.
- Inspectors talked with groups of pupils from Years 3 to 6, as well as with other pupils informally across the site.
- Meetings were held with the headteacher and curriculum leaders, teachers, members of the governing body and a school improvement adviser from the local

authority. A telephone call was made to the school improvement adviser from the diocese.

- Documentary and other types of information were evaluated, including evidence relating to safeguarding.
- We did deep dives in these subjects: early reading, English, mathematics, physical education (PE) and geography.

Inspection team

Kathy Maddocks, lead inspector

Her Majesty's Inspector

Sandra Woodman

Ofsted Inspector

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