

Inspection of a good school: Croughton All Saints CofE Primary School

High Street, Croughton, Brackley, Northamptonshire NN13 5LT

Inspection date: 4 May 2023

Outcome

Croughton All Saints CofE Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to attend Croughton All Saints Church of England Primary School. They display positive attitudes to all aspects of school life. Pupils understand the school's Christian values. The school motto guides them to 'be ready, be respectful, be safe'.

There are very high expectations of pupils' behaviour. Pupils behave well in lessons and around school. They enjoy strong relationships with their teachers and other adults. Pupils say that they feel safe in the school. They trust that their teachers will help them if they are worried about anything. Leaders and teachers actively support pupils' well-being.

Pupils enjoy a wide range of extra-curricular clubs, including choir, music, baking and a variety of sports. All pupils in key stage 2 have the opportunity to go on residential trips, where they take part in outdoor activities. At playtimes, they have access to a well-equipped playground and organised games. There is an active school council and pupils enjoy other roles of responsibility that their teachers give them.

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

The school has experienced a number of staffing changes recently, including the appointment of a new headteacher in January 2023. Leaders have worked well together to plan a curriculum that is ambitious for all pupils. The curriculum in some subjects is more developed than others. Leaders know this. They have plans in place for further improvements. In all subjects, the curriculum plans identify the important knowledge that they want pupils to learn. Teachers know what to teach, and when, to help pupils learn new knowledge and deepen their understanding over time. Teachers have strong subject knowledge.

Children in the early years begin learning phonics as soon as they join the school. Leaders make sure that pupils at all stages get the lessons they need to quickly learn to read. Teachers and other adults provide effective support for pupils who need extra help with reading. Pupils read to teachers and other adults often. Teachers help pupils to choose

books that match their stage of reading and their interests. Pupils talk enthusiastically about books they have read.

Pupils enjoy mathematics lessons. In these lessons, teachers routinely revisit topics to help pupils recall what they have learned before. They deliver new knowledge clearly. Pupils get lots of opportunity to practise. Teachers ask good questions. They encourage pupils to think deeply about the important knowledge. Teachers check regularly that pupils can remember what they have learned. They provide extra learning activities when pupils have gaps in their understanding.

In some other subjects, curriculum plans are new. Where this is the case, teachers do not always plan learning activities that help pupils to learn as well as they might. Leaders recognise this. They know that they need to support teachers to plan activities that help pupils learn and remember the important knowledge in the curriculum.

Pupils with special needs and/or disabilities (SEND) access all the same lessons as the other pupils. Leaders and teachers know the pupils very well. They recognise when pupils need extra support in lessons. Leaders help teachers and other adults adapt learning activities so that all pupils, including pupils with SEND, can achieve well.

Leaders have planned a curriculum for personal, social and health education that supports pupils' wider personal development. Pupils learn how to keep themselves healthy and safe. They talk confidently about topics such as online safety and healthy relationships. Pupils understand diversity. They say that they would make everybody feel welcome in the school. Pupils benefit from listening to visitors who come to the school to talk to them about a range of topics. Pupils are well prepared for their next stage of education and for life in modern Britain.

Disruptions to learning are very rare. Teachers use clear routines in lessons to establish positive behaviours. Pupils say that they enjoy their lessons because everybody listens and tries hard. Teachers reward pupils for good behaviour. Leaders celebrate pupils' achievements in assemblies.

Staff enjoy working at the school. They say that it feels like a family. Leaders support staff to manage their well-being. They provide opportunities for staff to further develop their skills and interests.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make appropriate checks on all members of staff and visitors to the school to ensure that pupils are safe.

Teachers know the risks that pupils face. Leaders have developed effective systems to record and monitor any concerns about pupils. When concerns are raised, they respond quickly to communicate with parents and carers and other agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, new curriculum plans have not yet had time to become fully embedded. In some lessons, learning resources do not support pupils to learn new knowledge as quickly as they might. In some other lessons, teachers do not plan activities well enough to meet pupils' needs. Leaders need to support teachers to ensure that lessons help pupils to learn and remember the important knowledge that they have identified in the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in October 2013.

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 information from Ofsted Parent View 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.

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	121967
Local authority	West Northamptonshire
Inspection number	10286994
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Mark Stapleton
Headteacher	Sarah Smith
Website	www.croughtonallsaints.northants.sch.uk
Date of previous inspection	1 May 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2023.
- This is a Church of England school. It is part of the Diocese of Peterborough. The most recent section 48 inspection took place in March 2019. This is an inspection of the school's religious character.
- The school uses no alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and class teachers.
- The lead inspector met with the chair of governors and spoke to a representative of the Diocese of Peterborough.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to a familiar adult.

- The lead inspector reviewed the school's systems for keeping pupils safe. A meeting was held with the designated safeguarding lead. The lead inspector scrutinised the school's single central record.
- The inspectors observed pupils' behaviour in lessons and around the school site during playtime.
- The inspectors spoke with groups of pupils, other members of staff and parents.
- The lead inspector considered the responses to Ofsted Parent View, Ofsted's online survey, the pupil survey and the staff survey.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Lynn Corner-Brown

Ofsted Inspector

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