

Inspection of Croyland Primary School

Croyland Road, Wellingborough, Northamptonshire NN8 2AX

Inspection dates: 12 and 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Requires improvement
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What is it like to attend this school?

Pupils have noted how much their school has improved. The headteacher and staff want the best for all pupils. Pupils are very keen to tell visitors all about the exciting things they do each day.

Lessons have become much better. Pupils now get a good education at Croyland. Teachers show them how to read well from a young age, using 'Fred talk' to sound out new words, and how to write well too. By Year 1, pupils are learning about the structure of plants in science. In music, they learn musical notes and can compose tunes. They love going to the many clubs, such as multi-sports and choir.

Pupils feel safe at the school. They say that staff deal well with any instances of bullying. Pupils say poor behaviour is rare, though, because everyone gets on so well. They have designed 'The Croyland Way' and explained to inspectors how it helps them remember to be polite and to keep trying their best.

Pupils feel listened to, and everyone is included. Staff teach them to respect everyone, no matter what group someone belongs to.

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

Leaders conducted a root-and-branch review of the curriculum after the last inspection. They, and staff, have worked tirelessly to ensure that the quality of education is good, and they have succeeded.

Leaders are clear, across subjects, exactly what they want pupils to learn at each point. They have placed lessons in order, building up knowledge in one lesson so pupils are ready to learn what is next. Teachers make sure that they repeat things enough for pupils to remember them. Pupils can recall, for instance, how light travels in straight lines but that its direction can be altered with a mirror. Teachers show them how to write with ambitious vocabulary and accurate spelling. Teachers are checking what all pupils can remember. They are filling any gaps in pupils' knowledge as a result of the COVID-19 pandemic.

Staff have the same high ambition for all pupils, including those with special educational needs and/or disabilities (SEND). These pupils are supported well by staff, who help them to become increasingly independent.

Children get off to a good start in the early years. The classroom is a buzz of purposeful activity. There is a laser-like focus on ensuring children learn to read as soon as possible. Children do. Skilled staff teach phonics from children's first week in the Reception class. Pupils learn letters who are 'special friends'. Those in Year 1 use their knowledge to sound out new words, such as 'rubbed'. Staff note any pupils who are not sure about a sound and give them immediate help. Those who are still learning to read are given appropriate books to build their confidence. This means

pupils do not have to guess words or look at the pictures for clues.

The features of the effective curriculum for teaching phonics are reflected across subjects. Inspectors saw pupils in Year 2 mathematics learning to make totals from different amounts. They noted how pupils in Year 6 write atmospheric stories, with sentences such as, 'Venomous spiders were scuttling across the floor in search of their next victim.' In history, pupils learn about Wellingborough's history and the shoe industry. Pupils achieve well and leave Croyland well prepared for secondary school.

The curriculum is newer for some subjects compared to others. Leaders have plans to ensure subject leaders check them all for effectiveness over the longer term. However, this has not yet happened.

Pupils behave well and have good attitudes to their learning. They pay attention, work hard and do not disrupt lessons. From the early years onwards, staff expect them to listen and follow instructions. Pupils cooperate happily. They look after the school and do not drop litter. They are very polite to visitors.

The school's personal development programme is good. Teachers teach pupils about relationships and how to stay safe, including online. Pupils' knowledge of the protected characteristics is excellent. They can describe in detail how some groups are often treated unkindly in society, and how this is both unfair and disrespectful.

Staff express very positive opinions about their training and about how leaders are respectful to them and mindful of their workload. Parents also speak consistently highly about the school. Of those responding to Ofsted Parent View, 97% would recommend Croyland Primary to others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders do all they can to keep all pupils safe. They make sure that staff identify pupils at risk of abuse. Staff know the warning signs that a pupil may be being harmed. They are required to report any concern they may have, however slight, to leaders. Leaders keep meticulous records and take brisk action to support these pupils. They have appropriate procedures for safer recruitment.

Staff teach pupils about personal space and permission seeking. Pupils whom inspectors spoke with said they could approach staff if another pupil ever made them feel uncomfortable by, for example, giving them unwanted attention.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for some subjects, such as design and technology and physical education (PE), is newer than others. In addition, the COVID-19 pandemic has hampered the full implementation of the programme of monitoring by subject leaders. As a result, senior leaders cannot be certain that pupils will consistently learn as much as intended. Senior leaders should make sure that all subject leaders undertake ongoing monitoring of their subjects, making any adjustments needed and giving further guidance to their colleagues where necessary.

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.

If you are the school and you are 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	133600
Local authority	North Northamptonshire
Inspection number	10200058
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Tracy Elliott
Headteacher	Lucy Deakin
Website	www.croylandprimary.co.uk
Date of previous inspection	16 January 2018, under section 5 of the Education Act 2005

Information about this school

- There have been no significant changes since the previous inspection.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- In order to judge the quality of education, inspectors focused the inspection on specific subjects of the curriculum. They undertook 'deep dives' in reading, mathematics, science and music. This involved meeting with senior and subject leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. They met pupils from the lessons and looked at their work in these and in other subjects. They held meetings with teachers about the curriculum they were delivering. Inspectors heard children in different year groups read books. Inspectors looked at other subjects of the curriculum, such as writing, PE and history, in less depth.

- Inspectors met with representatives of the governing body and the coordinator for pupils with SEND. They spoke with a representative of the local authority. Inspectors read a wide variety of school documents. They also spoke with other members of staff, such as midday supervisors. They checked whether pupils were safe and happy at the school's out-of-hours club.
- Inspectors took note of the responses to Ofsted Parent View, met with parents at the start of the school day and considered the results of the Ofsted staff questionnaire.
- In order to judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated lead for safeguarding. They also spoke with staff to check details of their safeguarding knowledge and training, to check that staff understood the importance of their responsibility to report any safeguarding concerns without delay and to check if they knew the procedure to do this. Inspectors also checked samples of safeguarding records.

Inspection team

Roary Pownall, lead inspector

Her Majesty's Inspector

Jackie Thornalley

Ofsted Inspector

Caroline Evans

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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