

Inspection of an outstanding school: Crawford Village Primary School

Crawford Road, Crawford Village, Up Holland, Skelmersdale, Lancashire WN8 9QP

Inspection date:

6 December 2022

Outcome

Crawford Village Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils flourish at Crawford Village Primary School. Many parents and carers who spoke with inspectors share the view that, 'this is a school where pupils are wrapped in love and support.' There is a strong sense of family and belonging among pupils and staff. Pupils show genuine kindness towards each other.

Pupils behave exceptionally well across the school. They live up to leaders' high expectations. There is a purposeful buzz of learning in every classroom. Pupils' positive attitudes continue into breaktimes, when they enjoy being with their friends.

Pupils achieve extremely highly. They are confident and articulate when expressing their thoughts and ideas to others. Children in early years are exceptionally well prepared for key stage 1, while pupils in Year 6 are equipped for the transition to secondary school equally well.

Pupils trust staff to deal with any worries quickly. If bullying is reported, leaders take robust and sensitive action. Pupils feel safe and happy in school.

Pupils relish all the opportunities that each day brings. They take pride in their various roles of responsibility. These include being a school councillor or a values champion. Pupils readily take part in the wide range of clubs on offer. These contribute strongly to their personal development.

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

Leaders are not complacent, despite the many strengths of the school. They are determined continuously to improve the quality of education that pupils receive. Leaders have designed a highly effective curriculum from early years to Year 6. The mixed-age classes have presented leaders with extra challenges. This has not perturbed them. Leaders have thought carefully about the key knowledge that they want pupils to learn in all subjects and when this should be learned. As a result of leaders' ambitious curriculum,

pupils, including children in early years and those with special educational needs and/or disabilities (SEND), achieve exceptionally well.

Leaders provide staff with highly effective training so that they can carry out their leadership roles well. Leaders have considerable subject expertise. They ensure that pupils build up secure knowledge across the curriculum. Leaders also make sure that the curriculum is delivered to a high standard. Teachers regularly check that pupils remember what they have learned. Teachers introduce new learning at just the right time. This enables pupils to build on their knowledge successfully. As a result, pupils talk about what they know already and their new learning with assurance.

Leaders make sure that all staff are highly trained to teach pupils to read. Staff skilfully teach the phonics curriculum as soon as children enter Reception Year. They make sure that children and pupils practise their reading using books that closely match the sounds that they know. This allows pupils to develop reading fluency and confidence at pace. Those few pupils who find reading more difficult receive appropriate support to help them to catch up quickly.

Teachers across the school readily promote a love of reading. Pupils eagerly talk about their favourite books and a wide range of authors. They described themselves as 'bookworms'. They particularly enjoy the class novels that their teachers read to them. Pupils develop into confident and highly competent readers over time. This helps them to access the full curriculum and contributes to their very strong achievement across all subjects.

Staff know all pupils extremely well. They identify any pupils who may have SEND quickly and accurately. Leaders' ambition for these pupils' achievement is the same as for all other pupils. Leaders ensure that staff support and challenge pupils with SEND. This enables these pupils to achieve highly.

Leaders have a strong focus on pupils' personal development. They ensure that all pupils have as broad and rich an experience as possible. Pupils have access to books that help them to explore the rich diversity among people and families. They are highly respectful when talking about sensitive issues such as disability. Staff actively promote pupils' physical and emotional health and well-being. Pupils also take an active role in supporting others. They are well prepared for their future lives.

Leaders and staff make sure that children develop strong learning behaviours quickly. Children in early years bubble with gentle excitement as they learn and play together. Pupils across the school behave exceptionally well. This means that everyone can learn without disruption.

Staff are overwhelmingly positive about the support and consideration they receive from school leaders. This includes how well leaders manage their workload and well-being. Governors know the school extremely well. They have high expectations of leaders and check on their work rigorously. Governors are committed to the success of every pupil.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their school and the area it serves exceptionally well. They use regular training updates to ensure that keeping pupils safe remains a high priority for all staff. Staff understand the need to be vigilant. They pass on any worries that they may have about a pupil's welfare quickly. Leaders follow these concerns up diligently. They work effectively with external agencies and supportively with parents and carers when required.

Pupils learn how to keep themselves safe. For example, they understand the risks that can be present online as well as the dangers of drug and alcohol misuse.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding in May 2016.

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	119224
Local authority	Lancashire
Inspection number	10226117
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair of governing body	Christopher Lomas
Headteacher	Debra Eaton
Website	www.crawfordvillageprimary.uk
Date of previous inspection	4 and 5 May 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher has been appointed. A new chair of the governing body has also been appointed.
- The number of pupils on the school roll has increased significantly since the school was last inspected.
- Leaders do not make use of alternative provision for pupils.

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 spoke with the headteacher and other staff in the school.
- An inspector spoke with a group of governors, including the chair of the governing body. She also spoke with a representative of the local authority and the school's improvement partner.

- Inspectors carried out deep dives in early reading, mathematics and computing. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors also spoke with leaders from other areas of the curriculum and looked at samples of pupils' work.
- An inspector listened to pupils read to a familiar adult.
- Inspectors considered the views of parents shared through Ofsted Parent View, including the free-text comments. An inspector also spoke with parents as they dropped their children off at school.
- Inspectors spoke with staff about their workload. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders and staff about safeguarding.
- Inspectors spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors observed pupils' behaviour at playtimes.

Inspection team

Jackie Stillings, lead inspector

His Majesty's Inspector

Tim Vaughan

His Majesty's Inspector

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