

Inspection of The Croft Primary School

Rugeley Road, Armitage, Rugeley, Staffordshire WS15 4AZ

Inspection dates: 17 and 18 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

Pupils are happy to come to school. They speak with pride about their school. Staff know each pupil well and there is a caring and nurturing ethos. The foundations of this ethos are the school's core values of being caring, courageous and creative. Pupils rise to these expectations and are warm, friendly and courteous. They show kindness to visitors, staff and each other. The relationships between staff and pupils are a strength of this school's community.

There is a peaceful and purposeful atmosphere throughout the school. Pupils are polite, confident and mature. They behave well in lessons and around the school site. Pupils socialise well across all ages and show understanding and respect for each other. They say that bullying does not happen. They felt that if it did, staff would deal with it quickly.

Parents and carers are overwhelmingly positive about the school. They value the level of care that their children receive. Typical comments from parents praise how friendly and approachable school staff are and how swiftly staff address concerns when they are raised.

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

This is a well-led school. Despite the headteacher's extended period of absence, leaders have ensured that the school has continued to improve. They have organised their curriculum so that pupils can build knowledge over time. Leaders have ensured that the curriculum across different subjects is clearly sequenced. Pupils build their learning in a logical order from the early years through to Year 6. Content is deliberately chosen to interest and inspire pupils. However, in some subjects, including history and geography, leaders are still refining how they intend pupils to remember key knowledge. This means that sometimes, pupils do not remember information about these subjects as well as they could.

Reading is at the core of the school's curriculum. Staff immerse pupils in stories and language to develop their speaking and listening skills. Children enjoy listening to and joining in with familiar stories and rhymes across the early years. Leaders have introduced a new phonics programme that has been quickly established in Reception. The programme is well structured and systematic. All staff have received training and are confident in its delivery. As a result, the teaching of phonics is effective and consistent. Accurate assessment means that pupils who could fall behind are quickly identified and given appropriate support to enable them to catch up.

The mathematics curriculum is taught consistently well throughout the school. It is designed to support pupils to know and remember key facts. Teachers use resources effectively to help children and pupils understand important mathematical concepts. Pupils have regular opportunities to practise and apply their knowledge. This helps

them to remember what they have learned. Leaders have developed effective ways to check what pupils know and remember. However, this is not working as well across all subjects. Teachers are not always aware of gaps in pupils' knowledge. Some subject leaders have not been given the time to monitor the impact of their curriculum as effectively as they could.

In the early years, staff plan a range of suitable activities across the seven areas of learning. These activities help children to learn and develop their knowledge and skills, both in the classroom and outdoors. Staff are skilled at questioning, and this helps children to deepen their understanding. Staff focus on language to develop children's speaking and listening. They prepare children well for Year 1. Relationships between adults and children are warm and positive.

Leaders prioritise pupils' wider development. Pupils understand what it means to have healthy relationships. The personal development of pupils is very important in this school. Leaders focus on how to provide enriched experiences for all pupils. There are opportunities for residential trips and educational visits. Pupils also perform in productions and sing in the local community. These events help to improve their self-confidence and self-esteem. Staff are considerate of pupils' mental health and well-being. Pupils have an age-appropriate understanding of relationships and health education.

Pupils with special educational needs and/or disabilities achieve well. Leaders identify the needs of these pupils promptly and accurately and carefully consider what help they need to access the same curriculum as others. The right level of support is put in place to boost pupils' learning and well-being. Leaders have been successful in seeking support for pupils from various external agencies. This has been particularly noticeable in the support given to pupils with an autism spectrum disorder.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant in their approach to safeguarding. Staff are well trained and have regular updates to enhance their knowledge of pupils at risk. Staff understand the school's policy and procedures. They use electronic reporting to ensure all relevant staff are informed of issues when they occur.

Families are well supported to get the help they need.

Pupils feel safe in school and know where to go for help if they need it. They are confident that their concerns will be dealt with well. Pupils have a clear, age-appropriate knowledge of how to keep themselves safe, both online and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders are not routinely given time to monitor the impact of their subject. As a result, they are not evaluating the effect of the implementation of the curriculum on pupils' knowledge. Leaders need to further develop the role of subject leaders so that they can ensure that the implementation of the wider curriculum builds on previous knowledge, and results in pupils knowing more and remembering more.

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	124054
Local authority	Staffordshire
Inspection number	10211021
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	198
Appropriate authority	The governing body
Chair	Gaynor Hart
Acting Headteacher	Katie Challinor
Website	www.croft.staffs.sch.uk
Date of previous inspection	17 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- There is an on-site breakfast and after-school club.
- The substantive headteacher is currently on long-term absence from the school.

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 leaders and have taken that into account in their evaluation of the school.

- The inspection team carried out deep dives in the following subjects: early reading, mathematics, science and history. This included discussions with curriculum leaders, visits to lessons, meetings with staff and pupils, and scrutinising pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons.

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