

## **Cronk-y-Berry Primary School**

Cronk-y-Berry School recently received an external validation, which involved confirming the judgments the school has made about itself across certain areas. For the purpose of this validation, three aspects were looked at in detail:

- Achievement against prior attainment
- Attitudes, values and personal qualities
- Teaching and learning

### **Achievement against prior attainment**

The team agreed with the school's judgment that children's achievement against prior attainment is good in the Foundation Stage and in Key Stage 1 and that in Key Stage 2 achievement is satisfactory, leading to an overall judgment of satisfactory for this aspect. The school makes good use of data to identify areas in which children could make better progress. It has developed appropriate strategies and is taking action to improve achievement further – particularly in mathematics and science in some parts of Key Stage 2. It has set challenging but achievable targets for progress in the core subjects and will be able to use them to make a rigorous evaluation of success.

### **Attitudes, values and personal qualities**

The team agreed with the school's judgments that this area is good. Children work well individually, in pairs and in groups and develop the confidence and independence to choose their own working methods. They are well-behaved, polite, engaged and eager to learn. They enjoy the full range of school activities, including a good range of extra-curricular clubs. They are aware of what they need to do to be healthy and to stay safe. There are particular strengths in this area and the validation team believes that in the future the school will be able to gather further evidence to demonstrate a judgement of significant strength.

### **Teaching and learning**

The team agreed that teaching and learning at the school is good overall. In some lessons it is very good or outstanding and the school offers effective support and professional development to improve teaching and learning further where necessary. Teachers plan lessons and sequences of lessons well and introduce activities that stimulate discussion and gain pupils' interest and curiosity. Teachers explain the purposes of lessons and children are therefore aware of how they promote learning. There is good consistency of approach within which teachers are able to be creative and meet children's individual and collective needs. ESOs are well deployed and contribute well to pupils' learning. Children with special educational needs have individual education plans which identify how they will be supported both in normal class lessons and through stand-alone tasks.

### **Other areas considered**

The validation team also considered other areas as set out in the SSRE. It concurred with a range of judgments, including those that:

- Teachers work well to create meaningful and relevant learning experiences for children
- The curriculum is enriched through educational visits and through visitors to the school
- Classrooms and other learning areas throughout the school are organised well and offer interesting and stimulating environments
- The community recognises the efforts and achievements of pupils and staff and holds the school in high regard
- The headteacher, senior leadership team and other leaders promote a clear, shared vision, reflecting children's needs and interests.

The validation team also noted the way in which all school staff work together very well to meet pupils' needs and improve their learning.

### **Conclusion**

The school knows itself well. It has expressed this knowledge in a clear self-review and evaluation report, which includes sound judgments based on identifiable evidence. It is therefore in a good position to continue to improve and to reach the targets it has set for itself.

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Headteacher  
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