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30 November 2011

Mrs Russyn Cast
Headteacher
Crompton View Primary School
Crompton Road
Newark
Nottinghamshire
NG22 8PS

Dear Mrs Cast

Ofsted monitoring of Grade 3 schools: monitoring inspection of Crompton View Primary School

Thank you for the help which you and your staff gave when I inspected your school on Tuesday 29 November, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and the representatives of the governing body with whom I spoke, for their time and courtesy. I would like particularly to thank the pupils for the enjoyable time I spent talking with them.

Since the previous inspection, there have been no significant contextual changes.

As a result of the inspection on 10 November 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

The unvalidated results of national tests for pupils in Year 6 this year indicate that attainment in mathematics is in line with the national average and represents a significant increase from the previous two years. However, attainment in English remains below the national average. As a result, overall attainment at the end of Year 6 remains below average. The proportion of pupils reaching the higher Level 5 in both English and mathematics also remains low. Evidence from lesson observations confirms that all pupils are making satisfactory progress from their extremely low starting points, in lessons and over time, with some beginning to make more accelerated progress. These developments are the result of improving provision and raised expectations.

The quality of teaching is strengthening but remains satisfactory overall. The school recognises that there is more to do to ensure that all teachers make use of precise teaching methods to support and guide pupils to enable them to make good progress. The use of assessment to inform planning and to check pupils' understanding remains underdeveloped. In some classes, teachers are not consistently using assessment information to structure the main parts of lessons, or independent tasks for pupils, well enough to meet all of their needs. As a result, sometimes learning slows because pupils are struggling or because they are not sufficiently challenged. Where teaching is good, pupils are actively involved in focused and purposeful learning and work is precisely matched to pupils' learning needs. Although there are signs of improvement, teaching is not consistently strong enough to ensure that, in all classes, pupils are making good progress.

The school has had a sharp focus on improving writing. A number of initiatives have been introduced, including 'Talk for Writing' and 'Big Writing'. The school has introduced a new handwriting policy and carried out a thorough review of the teaching of phonics. The use of the whole curriculum to provide opportunities for writing is developing well and topic writing is interesting, accurate and often reflects thorough research. As a result, pupils are becoming enthusiastic and confident writers. However, these initiatives need to be more firmly embedded in order to have an impact on raising attainment.

Senior leaders have a clear vision for the school. They are determined to move the school forward and to raise standards and achievement. However, they know that more remains to be done and, to this end, they have set challenging targets for both pupils and themselves. Monitoring is robust and teachers are held to account. Action planning is appropriate but the school recognises that there is scope for defining success criteria further in terms of raising standards and accelerating pupils' progress.

The governing body has an accurate picture and understanding of the school's strengths and its priorities for further development.

The school appreciates the effective support provided by the local authority.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2010

- Raise attainment in English and mathematics by:
 - ensuring that the improved progress made in lessons leads to improved performance at the end of Key Stage 2
 - ensuring that writing is prioritised across the curriculum so that attainment in writing for pupils of all ages matches that in the other basic skills.

- Challenge pupils more rigorously, particularly those of high ability, by ensuring that lessons have a sharper focus on meeting the different learning needs of individuals.