

Croxteth Community Primary School

Inspection report

Unique reference number	104612
Local authority	Liverpool
Inspection number	377103
Inspection dates	22–23 February 2012
Lead inspector	Eileen Mulgrew HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Reverend I Brooks
Headteacher	Karen McBride
Date of previous school inspection	17–18 November 2008
School address	Moss Way Liverpool L11 0BP
Telephone number	0151 5463140
Fax number	0151 5463809
Email address	croxtethp-ht@croxteth-pri.liverpool.sch.uk

Age group	3–11 Years
Inspection date(s)	22–23 February 2012
Inspection number	377103



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Eileen Mulgrew
Desmond Stubbs

Her Majesty's Inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in twelve lessons and three parts of lessons, of which two were joint observations with the headteacher. Meetings were held with four groups of pupils, several groups of pupils after specific lessons, the Chair of the Governing Body, the local authority officer and school staff. The inspectors observed the school's work and looked at a number of documents, including the self-evaluation, school improvement, pupils' progress information, and safeguarding and equality policies. Inspectors scrutinised pupils' work books from all subjects of the curriculum and analysed 41 parental questionnaires, 58 questionnaires completed by pupils and others from staff. Inspectors looked at the on-line questionnaire (Parent View), but there were no responses.

Information about the school

Croxteth Community Primary School is a slightly smaller than average-sized primary school. Most pupils are from White British backgrounds. The number of pupils from minority ethnic heritages is well below the national average. Almost all speak English as their first language. The proportion of pupils known to be eligible for free school meals is over twice the national average. The percentage of disabled pupils and those who have special educational needs and supported at action plus is similar to the national average, while those supported at school action is below the national average. The school holds awards for Healthy Schools, Basic Skills, Investors in People, Dyslexia-friendly status, and the Inclusive School Charter Mark. The school met the government's floor standard in 2011. Since the previous inspection there has been a large turnover in staff and in January 2012 staff and pupils moved into a new school building. A breakfast club managed by the governing body was visited during this inspection.

The playgroup adjacent to the school, the Croxteth Child Development Service, is independently managed and was inspected separately.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school which is steadily improving. The well-managed move to the new building has greatly increased staff morale and injected new enthusiasm for improvement. Children now get off to a good start in the Early Years Foundation Stage. Behaviour around the school is very positive and relationships are strong because the school's ethos is very supportive. Croxteth is not yet good because there is variation in practice evident across the school and pupils' progress could be consistently better.
- All groups of pupils, including disabled pupils and those who have special educational needs, achieve satisfactorily. Inspection evidence shows that across the school, pupils are making satisfactory progress in reading, writing and mathematics.
- The quality of teaching varies between classes. Some teachers challenge all pupils effectively, enabling them to make good progress in their learning. They use assessment information effectively to match planned activities precisely to pupils' needs and use marking to provide clear guidance on how pupils can improve their work. However, these aspects are not consistent in all teaching and progress is only satisfactory over time.
- Leadership and management are satisfactory. Senior leaders have used performance management procedures to set targets for staff. They have monitored and evaluated classroom practice and successfully instigated training to improve the quality of teaching. Pupils' progress is checked regularly. However, senior leaders recognise that some refinement is needed to this system to give a more accurate picture of the achievement of all groups of pupils. Similarly, this information could be used more systematically at whole-school and classroom level to ensure all groups of pupils make consistently good progress.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate all pupils' progress in reading, writing and mathematics to good by July 2012 through raising the quality of teaching by:
 - using assessment information to align planned activities more precisely to pupils' needs
 - using marking to indicate clearly the next steps pupils need to take to improve their work and give them opportunities to respond to teachers' comments.
- Strengthen the system for tracking pupils' progress by:
 - ensuring sharper analysis of the progress of different groups across the school
 - using this information more systematically at whole-school and classroom level to ensure all groups of pupils make consistently good progress.

Main Report

Achievement of pupils

Pupils enjoy school, have good attitudes to learning, work hard and say they have fun. They listen carefully and do what their teachers ask in lessons.

Children in the Early Years Foundation Stage are provided with wide and varied activities. Adults provide timely interventions which develop children's knowledge, understanding and language well. Consequently, children now are making good progress. Good continuous assessment is used by the team of teachers and teaching assistants to plan exciting activities indoors and outside. For example, the theme of the 'building site', which interested boys and girls, enabled independent and collaborative working, mark-making and calculating.

Since the previous inspection, the school has successfully implemented actions which have started to accelerate progress and reverse a legacy of underachievement in English and mathematics. In 2011, pupils in Year 6 reached broadly average attainment levels in English and mathematics after making good progress across Key Stage 2. The school was successful in narrowing the gap between most of the pupils in this cohort and the national average, including for pupils known to be eligible for free school meals. More-rapid progress made by this group of pupils over the year was due to good teaching and well-targeted intervention programmes. However, pupils' current achievement and that over time is satisfactory across the school. This is due to the overall satisfactory quality of teaching.

Pupils' books, lesson observations and the school's own assessment information show that, across the school, pupils are now making securely satisfactory progress. Progress in mathematics is better than that in reading and writing. When given opportunities, pupils apply the basic skills of reading, writing, communication and mathematics effectively. There are no significant differences between groups of pupils. Disabled pupils and those with special educational needs benefit from skilled

teaching assistants who help them in lessons, small groups and individually. As a result, this group of pupils is making the same rate of progress as their classmates in writing and mathematics. However, progress in reading is good due to intervention work particularly reading recovery.

In 2011, pupils' attainment in reading was broadly average by the end of Year 6 and low by the end of Year 2. Pupils say they enjoy reading and Key Stage 1 pupils use phonics (letters and sounds) to help them to read unfamiliar words. Older pupils are given opportunities to practise their reading; for example, Year 6 pupils are given time at the start of the day to read a newspaper article and then share their views about it with their classmates.

All parents and carers who responded to the questionnaire feel that their children are making good progress at Croxteth. Inspectors judge that, while the rate of progress has accelerated since the previous inspection, pupils' current progress is satisfactory.

Quality of teaching

Overall, the quality of teaching is satisfactory. Since the previous inspection, teachers' confidence has increased as they have developed skills and knowledge in aspects of practice; for example, lesson planning and the effective use of questions. Teachers, including those in the Early Years Foundation Stage, provide challenging tasks which enable all pupils to make at least satisfactory progress. Positive relationships ensure pupils feel safe and happy to 'have a go' at answering questions. Teachers tell pupils what they are going to learn and ensure older pupils know the National Curriculum target they are working towards. The majority of teaching observed in the classroom during the inspection showed many good features. In the most effective lessons, teachers checked on prior learning, used good subject knowledge to ask challenging questions, and the pace of the lesson was swift. Similarly, assessment information was used to set activities to match the needs of all groups of pupils precisely. For example, in a Year 3 mathematics lesson on division, pupils were set the challenge of dividing a number of chocolate bars between the pupils in their group. Rapid progress was made as pupils worked collaboratively, excitedly planning and discussing their hypothesis before working practically to check if it worked. Activities like this reflect the school's positive promotion of social, moral, and spiritual development. However, these features are not consistent. Teachers mark pupils' work regularly. There are a few examples of good marking which clearly guide pupils to the next steps they need to take to improve; again, this practice is not consistent across the school. As a result, pupils' progress is inconsistent over time.

Teachers have developed a curriculum which is matched well to the context of the school and pupils' needs. Lessons are planned to enable pupils to develop their literacy and numeracy skills across the curriculum. Through the teaching of different subjects, which are linked, pupils are able to explore different faiths and cultures. The use of the social and emotional aspects of learning (SEAL) programme effectively provides opportunities for the promotion of pupils' social, moral and cultural development. All parents and carers who responded to the questionnaire feel their children are taught well and most pupils feel teaching is good. Inspectors recognise that the quality of teaching has improved since the previous inspection and

there is some good teaching across the school; however, for the reasons given above, teaching is judged satisfactory overall.

Behaviour and safety of pupils

Expectations of pupils' behaviour are high and inspectors observed pupils behaving extremely well in lessons and around the school; a view reflected by the majority of pupils. As a result, the school is a calm and safe environment. They have a good understanding that 'you own your own behaviour' and it is important to respect each other. Pupils were polite, courteous and interested in seeking the inspectors' views of their new building, of which they are very proud. Good relationships based on mutual respect are evident throughout the school. Pupils, including those in the Nursery and Reception Year, get on well with each other and enjoy school life. Older pupils help younger ones and pupils explain how they can go to the teachers or trained 'buddies' for help. Most pupils say they feel safe in school. All parents and carers who returned the questionnaire consider their children are safe at school and almost all consider there is a good standard of behaviour. Behaviour management procedures are in place and, during the inspection, pupils responded well to their teachers. Pupils are secure in their understanding of the danger of drugs and have a sound awareness of cyber-bullying, road and water safety. The breakfast club provides a welcoming and calm start to the day for the pupils who attend.

Instances of bullying are rare and most parents and carers consider that the school deals with any cases effectively. Almost all pupils feel the school deals with bullying in any form very well at least most of the time. Bullying incidents are generally dealt with promptly and effectively. The school has an anti-bullying policy in place with a clear process for dealing with any incidents that do occur. This usefully includes discussing the issue with all pupils involved, time for reflection on how they could improve their behaviour, communication to all staff and informal follow up by senior staff to evaluate the effectiveness of the action. Records of behaviour over time show that incidents are taken seriously and dealt with effectively. Pupils are aware of different types of bullying, especially to do with racism, and are confident in telling an adult if they are troubled. However, a very small number of pupils considered that homophobic name-calling was not always dealt with consistently throughout the school. Attendance is below average but this is improving.

Leadership and management

Senior leaders, members of the governing body and staff have worked well since the previous inspection to bring about improvement. The headteacher, ably supported by the deputy headteacher, sets high expectations for the quality of education at Croxteth. The move to the new building has been managed smoothly so that the school community has settled quickly into the attractive, well-planned areas. The move has injected new impetus into the life and work of the school and staff morale is high. Members of the extended leadership team are clear about their roles in school improvement. Subject leaders, such as those leading English and mathematics, have a clear understanding of strengths and areas requiring improvement in their subjects. Improvements in the Early Years Foundation Stage have resulted in children making better progress in that stage. Rates of attendance are improving. There is a trend of improving achievement by the end of Year 6.

However, the quality of teaching and the analysis and use of information about pupils' progress are not strong enough to support consistently good progress across the school. Nevertheless, the school's successes in particular aspects of its work confirm that it is well placed to make further improvement.

The curriculum has been developed further since the previous inspection. It is well-matched to the needs of the pupils and promotes equality of opportunity for all. The school is effective in tackling discrimination and this contributes to the harmonious community. In practice, the promotion of equality is only satisfactory because of the differing rates of progress. Through a range of interesting topics, educational visits and visitors, pupils benefit from creative learning opportunities, which they appreciate and enjoy. There is strong community cohesion locally through links with, for example, the local church, race and equality groups, and the community policing project. Pupils' spiritual, moral, social, and cultural education is developed effectively through the curriculum and various enrichment activities.

Governance has been strengthened since the previous inspection and provides effective challenge and support to the school. Through regular visits to the school, the governing body has a clear understanding of the day-to-day running of the school. Arrangements for safeguarding meet the government's requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 February 2012

Dear Pupils

Inspection of Croxteth Community Primary School, Liverpool L11 0BP

On behalf of the team, I would like to thank you for your help when we came to see how well you are learning. It was a pleasure to have the opportunity to talk to so many of you and hear your views on the school, including those on behaviour and bullying. You told us how much you like your new building and we agree – it is wonderful.

Yours is a satisfactory school, which is improving, because:

- all the adults in the school want you to receive the very best education, take good care of you and want you to do well
- you behave very well in and around school, respecting each other and all the lovely new resources in your new building
- your achievement in reading, writing and mathematics is satisfactory
- you enjoy your learning and the variety of activities your teachers plan for you
- children in the Nursery and Reception Year are making better progress than in the past.

Your headteacher, governing body, and staff want you to do even better, so they have agreed to improve teaching even more so that your progress gets quicker in reading, writing and mathematics. Also, they have agreed to analyse the information they collect on your progress to get a clearer picture of how you are all doing, so that they can set more challenging targets for you to achieve. You can all play your part by coming to school more regularly, if you are well enough, and politely telling your teachers if your work is too easy for you.

My very best wishes

Yours sincerely

Eileen Mulgrew
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**