

Cottingham Croxby Primary School

Inspection report

Unique Reference Number	117874
Local Authority	East Riding of Yorkshire
Inspection number	358215
Inspection dates	1–2 December 2010
Reporting inspector	Keith Bardon

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair	Mr Duncan Shaw
Headteacher	Mr Dave Ledgard
Date of previous school inspection	7 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons, observed 11 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including safeguarding and other policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 57 questionnaires returned by parents and carers.

The inspection reviewed many aspects of the school's work. It looked in detail at the following.

- Is there evidence that pupils' attainment at the end of Key Stage 1 is improving?
- Is the quality of teaching consistent across the school?
- To what extent do pupils develop skills as independent learners?
- What impact are the changes made to the management structure having?
- What is the quality of provision in the Early Years Foundation Stage and how does this affect children's learning and progress?

Information about the school

Cottingham Croxby is a larger than the average primary school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is average. The percentage of pupils who have special educational needs and/or disabilities is average, although the number with a statement for their special educational needs is below average. As well as having Healthy School status the school has achieved the Activemark and national ECO awards. It was recognised as the 'School of the Year' at a recent presentation of the Gold Travel Award. The school manages a breakfast club which is available to pupils each morning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

Cottingham Croxby provides its pupils with a good quality education in a warm and friendly, family atmosphere. The caring ethos which permeates all aspects of school life promotes pupils' personal development well and ensures they feel safe, secure and valued as individuals. Good attendance bears testament to the pleasure pupils get from school and they mature into sensible, responsible individuals who are a pleasure to be with.

From a starting point on entry to the school that is often below that typical for their age, pupils make good progress and by the end of Year 6 attain standards that match the national averages. Pupils' written work is often interesting to read, with effective use of vocabulary and well-thought-out ideas. Although some pupils write neatly and fluently, there are too many occasions when poor quality handwriting detracts from an otherwise well-constructed story or factual account. Attitudes to learning are very positive, as Year 2 pupils confirmed when they told inspectors, 'It doesn't matter how hard the work is you just work hard and learn'. Pupils value their own culture and have a strong sense of community, but often lack sufficient understanding of cultures and communities that are different to their own but which form an integral part of modern British society.

Teaching is predominantly good but varies a little in quality between lessons and across classes. Teachers provide pupils with sharply focused individual targets and refer to them frequently to highlight the progress being made. This encourages pupils to further efforts and they take considerable pride in what they are able to achieve. On occasions, the lesson objectives are a little too broad to challenge all pupils fully. Pupils generally learn at a good pace, although at times, teachers spend too long introducing the work and leave insufficient time for pupils to complete their individual tasks and absorb what they have been taught.

The disruptions caused by the major floods of 2007 have taken time to overcome but the determination of the headteacher and senior staff has won through. Pupils' attainment is rising and throughout the school there is confidence in what can and will be achieved. Procedures for checking the school's performance are thorough and provide staff and governors with good quality and reliable information. Plans for improvement are well considered and accurately reflect the school's future needs, with outcomes for pupils at the heart of all decisions. The school is moving forward at a good pace and is well placed to continue to do so.

What does the school need to do to improve further?

- In order to raise attainment, ensure that in all lessons the teaching is consistently good or better by:
 - sharing the most effective practice fully across the school

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- providing lesson objectives that challenge all pupils fully
- ensuring that time in lessons is used to best effect and that pupils have sufficient opportunity to complete their individual tasks and absorb what they have been taught.
- Place greater emphasis on good quality handwriting so that all pupils have the opportunity to develop a neat, fluent and consistent style.
- Increase pupils' understanding and appreciation of cultures and communities that are different to their own.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school thoroughly, behave and achieve well. They are keen to attend and took pleasure in the fact that their school stayed open in heavy snow when many others closed. Pupils of all ages listen carefully to their teachers and contribute readily to class discussions and are eager to learn. Older pupils explained that one of the reasons for this enthusiasm is that they 'do fun things that other schools probably do not'. They stay on-task when working individually and cooperate well when working together. Their understanding of how to measure their progress for themselves is developing strongly. They use their individual targets confidently to make sensible and accurate evaluations of what they have achieved. These and similar skills show the good progress pupils make in becoming independent learners.

Pupils achieve well and gain knowledge, skills and understanding at a good pace. By the end of Year 6, attainment in English matches the national average with many pupils reading and writing with confidence. Pupils' attainment in mathematics has tended to lag a little behind that in English but the gap has narrowed and attainment in mathematics is also broadly average. The disruption caused by the flooding affected younger pupils in particular. Since the last inspection, attainment at the end of Key Stage 1 has been somewhat erratic, compounded last year by a cohort that was particularly low attaining. In response to the effective measures the school has put in place and the good start pupils are getting in the Early Years Foundation Stage, attainment in Key Stage 1 is rising. Much of the work Year 2 pupils are currently producing is close to the levels expected for their age. Pupils with special educational needs and/or disabilities are supported well and receive the help they need to make good progress relative to their abilities.

Pupils feel happy and secure because 'everyone follows the rules' and staff are caring and 'kind'. Throughout the school pupils are polite and well mannered, willingly helping others when the opportunity arises. They value opportunities to contribute to their own and the wider community, acting as road traffic officers to reduce risks around school and Eco councillors to improve the environment for all. They know what constitutes a healthy diet and appreciate fully the importance of regular exercise. Potential dangers, including those arising from the use of the internet, are understood extremely well. The good range of personal and academic skills pupils acquire provides a solid platform for future learning and life. They demonstrate a strong sense of right and wrong, get on extremely well together and are confident that theirs is a school without bullies.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

In all lessons positive relationships underpin learning, with teachers and teaching assistants frequently praising pupils to encourage their participation and further efforts. Teachers make clear their high expectations of pupils' behaviour so that lessons are rarely interrupted and interaction between staff and pupils is positive and productive. New work is introduced thoroughly, although occasionally discussions become too protracted and time is lost. Teaching assistants are deployed well and help to ensure that all pupils, particularly those of lower ability, are fully included in the lessons and understand what they have to do. Work is often matched well to pupils' differing abilities, but occasionally in mathematics there is too much repetition and the tasks do not move pupils on quickly enough. Teachers promote pupils' independence well by encouraging them to make decisions, particularly about how well they are doing and what they need to work on to improve further. Marking is thorough and provides additional useful information to aid pupils' learning.

The curriculum provides interesting and enjoyable opportunities to learn and meets pupils' needs well. Since the last inspection a more creative programme of work has been initiated. Although development is not yet complete, the thematic approach adopted is giving pupils' learning meaning and cohesion. Pupils' basic skills, particularly in literacy, are developing well because they have a focus for their reading and writing. Less emphasis is placed on good handwriting and the presentation of work is often untidy.

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Information and communication technology features prominently throughout the curriculum and pupils are confident users of computers. Additional experiences, such as visits to places of educational interest and visitors to the school, broaden pupils' horizons and add further interest. Pupils enjoy the good range of additional activities and clubs the school provides, which extend their learning and personal development effectively.

As a result of the good quality pastoral support and guidance they receive, pupils thrive and develop into self-confident and caring individuals. Staff have detailed knowledge of pupils and their families and respond quickly and effectively to their needs. Pupils have high levels of confidence in the staff and know they will always help them. A careful watch is kept over those who may be vulnerable and the school utilises its well established links with a wide range of agencies to provide the additional care some pupils need. Provision for pupils with special educational needs and/or disabilities is very well organised. Carefully targeted and well-delivered support enables pupils to achieve well and take full advantage of all the school has to offer. The school actively encourages pupils' regular attendance; this is above average. The well-run breakfast club provides those who attend with an enjoyable and healthy start to the school day.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, supported closely by the deputy headteacher and a team of senior staff, leads the school with purpose and vision. Well-considered changes have been made to the management structure since the last inspection. These have strengthened procedures for checking the school's effectiveness and improved the flow of information through the school. The quality of teaching is monitored closely, although some of the best practice that exists has not yet been shared fully across the school. The inclusion of the business manager and administrative officer in the various management teams enables all members to utilise their skills and expertise to best effect. Because they are included and consulted regularly, staff feel valued and involved. The governing body fulfils its statutory responsibilities well, utilising a range of well-considered procedures to support the school in its work, check its performance and challenge it to do even better. Procedures for safeguarding pupils' welfare follow recommended good practice and are thorough and effective, particularly with regard to computer-related safety. Parents, pupils and staff agree strongly that these procedures work well. Equal opportunities are promoted well. Regular and detailed checks are made on pupils' progress, outcomes are examined carefully and any differences acted upon quickly. The contribution the school makes to community cohesion is good and particularly effective at a local level. Links have been

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established with a small number of schools and organisations further afield and more are on the horizon.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Many children begin the Reception Year with understanding and skills that are generally below those expected of their age. They make good progress in all areas of learning and develop essential skills in communication, language and literacy systematically during their daily work on 'letters and sounds'. Children develop good levels of independence, choosing activities for themselves and deciding when to take healthy snacks throughout the day. Many benefit from mixing with Year 1 pupils, playing collaboratively and gaining good learning habits from them. Behaviour is good and children follow good hygiene practices when required. Teachers' planning makes best use of indoor and outdoor areas across different areas of learning, with staff using opportunities creatively to engage and motivate the children. During the inspection, children were following a topic on Hindu festivals. After reading the story of Rama and Sita, they made full use of the unusual weather by making snowmen of the two characters, made diva lamps and drew traditional Mehndi hand tattoos. These activities were much enjoyed and helped children to appreciate and understand a culture that is different to their own. Children's welfare is given the highest priority, with extensive and detailed risk assessments carried out regularly. Arrangements for assessing children's progress are very rigorous and all the staff have good skills in evaluating how well pupils are progressing. The detailed 'learning journey' booklets staff produce of children's work ensure parents are exceptionally well informed about their children's learning and progress. While leaders and managers make thorough evaluations of the ongoing effectiveness of provision and use the information well when planning activities, analysis of how groups of children are achieving over time often lacks detail.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A large majority of the parents and carers who returned the questionnaire and those who spoke to inspectors hold very positive views of the school. They are very happy with the quality of education their children receive. Some identify the positive start the school has provided for their children and others appreciate the welcoming family atmosphere which both they and their children enjoy. A number of the parents and carers of pupils with special educational needs and/or disabilities have praised the school for the care and support it provides for their children. While a proportion of parents and carers feel that their children could be making better progress, others hold the opposite view and comment on how pleased they are with gains their children have made, both personally and academically. From their observations of lessons, examinations of pupils' workbooks and the school's assessments records, inspectors judge pupils' progress to be good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cottingham Croxby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 319 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	71	14	24	1	2	0	0
The school keeps my child safe	42	71	13	22	2	3	0	0
My school informs me about my child's progress	34	58	22	37	1	2	0	0
My child is making enough progress at this school	36	61	15	25	3	5	1	2
The teaching is good at this school	37	63	17	29	2	3	0	0
The school helps me to support my child's learning	35	59	19	32	3	5	0	0
The school helps my child to have a healthy lifestyle	32	54	20	34	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	39	25	42	3	5	1	2
The school meets my child's particular needs	32	54	21	36	3	5	0	0
The school deals effectively with unacceptable behaviour	28	47	21	36	3	5	1	2
The school takes account of my suggestions and concerns	23	39	26	44	4	7	0	0
The school is led and managed effectively	38	64	14	24	2	3	1	2
Overall, I am happy with my child's experience at this school	40	68	12	20	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



03 December 2010

Dear Pupils

Inspection of Cottingham Croxby Primary School, Hull, HU5 4TN

Thank you very much for the very friendly greeting you gave the inspectors when we visited recently. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school. We were amazed how many of you managed to come to school during the bad weather. This told us a lot about how much you enjoy school and how you value your education – well done!

Cottingham Croxby is a good school and we understand fully why you enjoy it so much. There is a lovely atmosphere and it was nice to see how well you all get along and help each other. Staff take good care of you and we know you appreciate all the help, support and guidance they provide. We were pleased with how hard you work in lessons. This shows an excellent attitude to learning and does you a great deal of credit. Your behaviour is good and you can be very proud of the way you grow into sensible and caring young people.

The progress you make is good because you are taught well and are given clear targets to help you to improve. We were very impressed by how well you know your targets and how effectively you use them. By the end of Year 6 most of you are producing work that is broadly as expected for your age. We enjoyed reading what you had written in your workbooks, but had a little difficulty with some of the handwriting and feel that in some books it could be much better. We feel that you would enjoy learning how people in communities that are quite different to your own lead their lives and have asked the school to look at ways that this can be provided. We have also made some suggestions about the way lessons are taught which teachers will be looking at. Thank you once again for a very enjoyable two days and best wishes for the future!

Yours sincerely

Mr Keith Bardon

Lead inspector

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