

Crossley Hall Primary School

Inspection report

Unique Reference Number	107203
Local Authority	Bradford
Inspection number	356105
Inspection dates	19–20 January 2011
Reporting inspector	Steven Hill

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	520
Appropriate authority	The governing body
Chair	Dierdre Bailey
Headteacher	Mr Michael Thorp
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by four additional inspectors. Inspectors made observations in 24 lessons taught by 20 different teachers. Meetings were held with members of staff, pupils, the Chair of the Governing Body and the School Improvement Partner. Inspectors observed the school's work, and looked at a variety of documentation, particularly data related to pupils' progress and attendance, paperwork related to safeguarding, teachers' lesson planning and samples of pupils' work. Questionnaires were examined from staff, a sample of pupils in Key Stage 2, and from 94 parents and carers.

- Inspectors checked to see whether progress and standards in mathematics had improved to match those in English.
- The team examined the extent to which teachers had improved the match of work in lessons to different pupils' needs.
- Attendance data was checked to see whether it had improved sufficiently since the last inspection.

Information about the school

This is a large primary school with a nursery. The Nursery provides part-time education for 26 children each morning and another 26 each afternoon. Since the last inspection, the school has increased its intake into the Reception classes, and there are now three classes in Reception and Year 1, with two classes in each of the other year-groups. There have been substantial changes in staffing since the last inspection, particularly in the leadership team.

About three-quarters of the pupils are of Pakistani heritage, and about a fifth are White British. The remainder come from a wide range of different minority-ethnic backgrounds. About three-quarters of the pupils speak English as an additional language, but only a tiny proportion of these are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is above average.

There is a Children's Centre on the site which is managed by the school's governing body. This was inspected and reported upon separately. The governors also provide a breakfast- and after-school club for pupils in the school.

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

The school has made substantial improvements since the last inspection to provide a good quality of education for all its pupils. The strengths in pupils' personal development have been consolidated and ensure that the school remains a friendly, harmonious multicultural community where pupils enjoy learning. Pupils feel safe, behave well, and attendance has risen steadily. They enjoy working and playing in a cohesive community where pupils from different backgrounds get along extremely well together. They are fully involved in a wide range of community events locally. However, pupils have had relatively few opportunities to interact with and learn about the variety of contrasting communities within the United Kingdom or overseas.

A key to the improvements has been effective management including the rigorous monitoring of lessons, initially by the headteacher and now extended to other leaders to ensure a genuine team approach to accelerating change. This has provided teachers with clear direction to improve their practice. Teaching is now good. Inadequate teaching has been eliminated and an increasing number of good and outstanding lessons take place. Classes are managed well and pupils respond positively to teachers' high expectations of work and behaviour. The pace of learning and the level of challenge for higher-attaining pupils are generally good. However, some inconsistencies remain and, in a few lessons, the pace can become too slow. Occasionally, work for particular groups of pupils is not matched precisely enough to their needs. Marking of pupils' work is good, but varies in the extent to which pupils are given clear pointers to help them improve. Another key to success is the vastly improved assessment system, which provides a clear view of pupils' progress. Teachers use this information well to provide extra support and guidance to any pupils who are not doing as well as they should. Highly skilled support staff make a major contribution to this process, both within the classroom and in targeted help in withdrawal groups.

A clear consequence of better teaching is that pupils now make good progress across the school. From starting points in the Early Years Foundation Stage that are well below those expected, pupils reach broadly average standards by the end of Year 6. The school's detailed tracking of attainment shows that progress in mathematics is now a strength, matching the overall good progress in English. However, progress in reading is not as consistent as in writing. Currently, not enough use is made of opportunities across the curriculum to involve pupils in reading a wide range of texts. The school has not been as successful as it would wish in generating enthusiasm for reading among its pupils, particularly for boys. Nevertheless, the school's track record of major improvements over the last two years and the very clear view of its own strengths and weaknesses show good capacity to improve.

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What does the school need to do to improve further?

- Improve pupils' progress in reading, particularly for boys, by:
 - encouraging greater interest in a wide range of books
 - providing more extensive and exciting opportunities for reading in different subjects.
- Consolidate the improvements made in teaching by eliminating the remaining inconsistencies, particularly in pace, in marking and in matching work to different pupils' needs.
- Enhance the promotion of community cohesion by giving pupils more opportunities to learn about and interact with contrasting communities in the United Kingdom and abroad.

Outcomes for individuals and groups of pupils

2

Pupils achieve well from starting points which, for many, are lower than is typical for this age when they begin school. Pupils from all different groups make good progress in lessons, helped by their enthusiasm for learning and their consistently good behaviour. Pupils are particularly good at working collaboratively and respond well to the many chances they are given to discuss their ideas in pairs. For example, in an outstanding lesson in Year 6, pupils shared their ideas about how to identify equivalent fractions and made excellent progress in their understanding, taking delight in their success. Pupils listen attentively to the teacher and contribute their ideas thoughtfully. Attainment is rising and, at the end of Year 6, is broadly average in reading, writing and mathematics. Pupils with special educational needs and/or disabilities make good progress because of the extra help they are given and the way work is prepared to meet their specific needs. A previous gap in the learning of boys and girls has narrowed considerably, although overall boys still do not make as much progress as girls in reading. The small number of pupils who are new to speaking English as an additional language are given good support, so they soon make the same good progress as their classmates.

Boys and girls from different ethnic groups work and play together well. They feel safe in school, are confident that there is no bullying and say that the adults deal quickly with any silly behaviour. They take a keen interest in each other's beliefs and backgrounds and show respect for the views of others. Pupils gain a good understanding of healthy lifestyles during their time in school. Most take advantage of the healthy options available for school meals and they are keen on exercise, participating well in the wide range of clubs on offer. Pupils are very positive about the before- and after-school clubs where they enjoy interesting activities as well as a healthy breakfast. Pupils make a major contribution to the school community, taking on a wide variety of 'jobs' as they get older, as well as making their views known through the school council. They take their responsibilities seriously. The only complaint of some Year 4 school councillors was that meetings sometimes took them away from exciting learning in lessons. Attendance has risen and is in line with the national average. Pupils' positive attitudes to work and to each other, and their good progress in basic skills, prepare them well for the future, both in school and beyond.

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

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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers often ensure that pupils are actively involved in lessons through a variety of strategies such as discussion in pairs and using small whiteboards for pupils to work out ideas as the lesson goes along. Teachers give good explanations, often making very good use of interactive whiteboards to illustrate ideas, which helps pupils to understand and engages their interest. Effective use is made of skilled support staff to help individuals and groups. Although there is some inconsistency, the use of assessment information to plan appropriate work for different pupils is generally a strength. Teachers are increasingly successful in getting pupils to assess their own success and challenge themselves. This was seen to great effect in a lesson when, given a choice, many pupils selected more difficult mathematics problems and worked successfully to tackle them.

A good curriculum has increasingly been matched to the needs of the pupils and modified to reflect and draw upon the local area. The use of links between different subjects has grown, making learning more interesting and meaningful and leading pupils to have a great interest in the world around them. However, some opportunities to develop pupils' skills and enthusiasm for reading in other subjects are missed. There is strong enrichment featuring a wide range of clubs and visits out, including a number of opportunities for residential trips. All pupils in Year 4 have the opportunity to learn the trumpet, generating great enthusiasm.

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The school has developed effective strategies to ensure that all pupils are able to achieve well. Clearly targeted support helps pupils to overcome potential barriers to learning, with teaching assistants playing a major role in helping individuals with particular needs. The learning mentor is very effective in helping pupils who have behavioural or social issues to cope with school, developing their self-esteem and enabling them to play a full part in school life. An unrelenting focus on promoting good attendance has been successful. Transition arrangements, from home to school and then to secondary education, are of high quality. A major factor in the strong pastoral care is the way pupils have successfully been encouraged to respect and show care and consideration for each other.

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, backed by a newly-structured and increasingly effective leadership team, has successfully driven improvements in teaching, attendance, progress and the curriculum. Equal opportunities are promoted well, and this has led to a great narrowing of the previous gap between boys' and girls' achievements, with plans in place to eliminate the remaining differences. The governing body provides satisfactory management. Sound systems are established to inform the governing body of the school's work. It fulfils all its statutory responsibilities, including ensuring that all the required systems for ensuring pupils' safety are in place. The governing body does not have robust procedures for seeking parents and pupils' views systematically, for example, on safeguarding. Community cohesion is promoted extremely well locally and the school itself is an excellent example of cohesion and harmony, but links to promote this further afield are limited.

Parents and carers are given good quality information about their children's progress and about school life. The school canvases their views through a formal annual survey and regular coffee mornings for parents and carers that focus on a particular theme. This has led to a number of innovations, such as a pack of materials being produced that parents and carers will be able to use to help their children in learning mathematics. Other partnerships contribute well to pupils' well-being and learning, particularly the link with a group of other local schools, which has supported a number of initiatives, including staff appointed to work across all nine schools.

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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	3
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress, although their knowledge and understanding are still below average when they move on to Year 1 because of their very low starting points. Staff have a good understanding of young children's needs and are successful in settling them happily and providing them with activities that they enjoy. Good welfare arrangements maintain children's enjoyment and safety. Children successfully develop their independence, as well as working cooperatively when appropriate. A good balance between teacher-directed and child-initiated activities is maintained both indoors and out. Adults are successful at getting children to persist with activities, developing their learning well. Consistent expectations and swiftly-established routines mean behaviour is good. Effective leadership and management have led to good provision in both the Nursery and Reception classes. The leader has implemented good procedures to ensure the day runs smoothly and has identified the next steps to move the provision on further. For example, although both Nursery and Reception classes monitor pupils' ongoing progress, and draw on this information to plan future activities, there are inconsistencies in how observations are recorded, so that their value for identifying the next steps required in individuals' learning is variable.

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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

Parents and carers are overwhelmingly positive about the school and what it provides for their children. They particularly value that their children are safe and happy in school, and are making good progress because of good teaching. Although a very small number of parents and carers expressed concerns about a few aspects of the school, inspection evidence confirmed the positive views of most parents and carers. For example, the behaviour seen during the inspection was consistently good, and pupils were confident that any transgressions were quickly dealt with by the adults.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crossley Hall 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 520 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	64	33	35	1	1	0	0
The school keeps my child safe	68	72	26	28	0	0	0	0
My school informs me about my child's progress	46	49	45	48	3	3	0	0
My child is making enough progress at this school	52	55	42	45	0	0	0	0
The teaching is good at this school	50	53	40	43	4	4	0	0
The school helps me to support my child's learning	39	41	52	55	3	3	0	0
The school helps my child to have a healthy lifestyle	35	37	53	56	3	3	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)	31	33	54	57	1	1	0	0
The school meets my child's particular needs	41	44	51	54	1	1	0	0
The school deals effectively with unacceptable behaviour	43	46	47	50	4	4	0	0
The school takes account of my suggestions and concerns	40	43	47	50	6	6	0	0
The school is led and managed effectively	49	52	42	45	1	1	0	0
Overall, I am happy with my child's experience at this school	53	56	38	40	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



23 January 2011

Dear Pupils

Inspection of Crossley Hall Primary School, Bradford, BD8 0HJ

Thank you for all your help and for your friendly welcome when we visited your school. We enjoyed talking to you and watching you hard at work in lessons. You told us that you enjoy school and we could see lots of reasons for this. You are well behaved and all get along well together. The adults make sure that you are safe and happy in school, and have got good systems to help anyone who is falling behind with their work, or who is worried about things. We were pleased to see how staff have helped you to raise attendance in the last few years, so well done all of you. You help make the school a very friendly place where everyone is involved. You have learned a lot about the local area. However, you have not had much chance to be in contact with people from communities in other parts of this country or abroad. We have asked the adults to improve this in future.

Your school gives you a good education. You are making good progress because the teachers are good at helping you to learn. They are determined to get even better at this and we have agreed with the staff that they will focus on making all your lessons good rather than just most of them. You are not doing quite so well in reading as you are in writing and mathematics, and we have agreed with the headteacher that the school is going to concentrate on helping to improve your reading over this year.

The adults are good at organising the school and are keen to make it even better. You can help by keeping up your hard work and good behaviour, and particularly by working on your reading and finding books that you really enjoy. We hope that you carry on enjoying your time at Crossley Hall.

Yours sincerely

Steven Hill

Lead inspector

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