

Crompton View Primary School

Inspection report

Unique Reference Number	131091
Local Authority	Nottinghamshire
Inspection number	360208
Inspection dates	9–10 November 2010
Reporting inspector	Richard Marsden

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	237
Appropriate authority	The governing body
Chair	Jane Foster
Headteacher	Russyn Cast
Date of previous school inspection	24 June 2008
School address	Crompton Road Newark NG22 8PS
Telephone number	01623 870772
Fax number	01623 870511
Email address	office@cromptonview.notts.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. They observed nine teachers in 12 different lessons. They spoke with parents, governors, pupils and staff. They observed the school's work, and looked in detail at safeguarding documentation, attendance records, evidence of pupils' progress, the school's self-evaluation and planning documents, and questionnaires from pupils, staff and 60 parents and carers.

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

- Why did Key Stage 2 attainment in English and mathematics dip in 2009, and has it recovered since then?
- Why is pupils' attainment in writing not as high as in the other basic skills?
- Are the needs of different pupils being met in lessons, so that they are appropriately challenged?
- Are governors now challenging the school and helping to shape its strategic direction, as recommended at the last inspection?

Information about the school

The school is of average size. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils from minority ethnic backgrounds, and the proportion of pupils who speak English as an additional language are well below national levels. The proportion of pupils with special educational needs and/or disabilities is well above average, in some year groups double the national levels.

The school holds the International Schools Award, Activemark and the Quality in Study Support award.

A children's centre, managed by the local authority, operates on the same site.

Since the last inspection the headteacher, the deputy headteacher and the assistant headteacher have been absent on maternity leave, although all have now returned.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. During the absence of the headteacher and key senior leaders, pupils' attainment fell in English and mathematics and planned improvements were postponed. Since their return, the senior leaders have put in place ambitious plans to redress matters, and improvements are beginning to have an impact. Key Stage 2 results English and mathematics in 2010 were better than in 2009 but still not back up to the 2008 levels when they were significantly above national averages. Pupils' attainment in writing is lower than in the other basic skills because the school does not provide enough opportunities for pupils to develop their extended writing skills in other subjects.

Teaching in lessons observed was mainly good although the impact of this has yet to show up in national test results. In the less successful lessons, teachers' planning did not sufficiently take into account the needs of different groups of pupils, particularly the more able, so that pupils were not challenged as rigorously as they should have been.

The headteacher and staff have an accurate knowledge of the school's strengths and weaknesses, based on thorough self-evaluation. Although test results improved in 2010, the school's recovery from the low of 2009 is not yet complete. The school's capacity for further improvement is therefore judged to be satisfactory.

Good care for pupils, a strong feature of the school's provision, produces good outcomes in pupils' personal development. Behaviour is good and pupils feel safe in school. They lead healthy lifestyles in school and show a good awareness of health related matters. Their spiritual, moral, social and cultural development is good and pupils make a significant contribution to school life. These aspects remained strong throughout the staffing difficulties and are judged to be good, as at the last inspection. The school collaborates well with a wide range of partners, drawing on their resources to improve outcomes for pupils.

What does the school need to do to improve further?

- 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.

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

- Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' attainment when they join the Early Years Foundation Stage is well below nationally expected levels for their age, but they progress well and by the time they start Key Stage 1 they are close to, although still slightly below, national expectations. Progress in Key Stages 1 and 2 is satisfactory, so that by the end of Key Stage 2 attainment is still broadly in line with national averages in English and mathematics. Teaching assistants are well organised and are proactive in promoting the learning of pupils with special educational needs and/or disabilities. These pupils progress well. Although there has been some variation in the progress and attainment of boys and girls, there are no decisive trends.

Pupils' learning in lessons during the inspection was good. They cooperate well with each other and with teachers, responding particularly well when they themselves are actively involved in their learning rather than sitting listening to the teacher.

Pupils make it clear that they enjoy coming to school. They speak readily and confidently of how the school makes sure they feel safe. They say that teachers manage behaviour well so that they do not fear bullying. They understand about internet safety and cyber-bullying and put their knowledge into practice. The school has an inclusive ethos and receives some pupils who present highly challenging behaviour, but, through consistently applied strategies, high expectations, and a calm and positive atmosphere, teachers make sure that behaviour makes a strong contribution to learning.

Pupils understand the importance of a healthy lifestyle and can explain how they stay healthy through diet and exercise. They are involved in devising their own fitness programmes and sports day activities, and understand the dangers of smoking and drugs. They take up a wide range of opportunities to serve the school community. They serve, for example, on the school council, the play committee, as buddies, break-time toast monitors, assembly DJs, or on the Hands Across the World Committee which takes responsibility for charity work. Pupils take a full part in local community events and also have links with schools in other parts of the United Kingdom and abroad.

The school works hard to raise attendance levels, using competitions, incentives and rewards. However, term time holidays and a very small number of persistent absentees cause attendance rates to be no higher than average.

Pupils' development of workplace skills, closely allied to their attainment in core subjects, is satisfactory. However, their capability in information and communications technology is good and they enjoy many opportunities for collaborative working, such as in Enterprise Week. Teachers link learning, whenever possible, to the real life.

Pupils enjoy moments of reflection, for example during assemblies, and enjoy the 'awe and wonder' of learning such as those experienced during nature walks. Pupils have links with Kenya, India and Germany, as well as with a school in a culturally diverse part of Nottingham. These opportunities help them develop understanding and empathy for people with different views and backgrounds.

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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	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	3
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?

In a significant proportion of lessons observed teaching was good, although the impact of this has not yet been seen in national test results. Teachers provide a variety of engaging tasks, using group and pair discussion, practical activities, and information and communication technology to motivate pupils. In less successful lessons pupils have to listen to the teacher for too long when they want to be 'up and doing', so this slows the learning process. In some lessons teachers' planning does not sufficiently take into account the learning needs of individuals so that they are not appropriately challenged. Marking, although conscientiously completed, does not always give pupils an indication of how well they are doing and how they can improve. The school collects lots of assessment information about pupils but this is not always used effectively to make sure that lessons are tailored to the individual needs of all pupils.

The curriculum motivates and inspires pupils. Topics, chosen by pupils themselves, include focus on animals, space, and sport. Chosen topics have wide appeal. Themed weeks, such as Learning Skills Week are also popular and make a valuable contribution to learning. The school offers a wide range of activities in sport and music. School productions are very popular and help pupils develop confidence in public settings. The school uses the local environment well and enriches learning through visitors, day trips and residential visits.

Care for the individual is given high priority. The school provides energetic support for vulnerable pupils and their families and can point to striking examples of where this has

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been effective. Staff ensure that newcomers settle into school easily, and that pupils feel well prepared and confident as they prepare to move on to their next school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

Since the return of the senior leaders from absence there has been a renewed ambition to bring about improvement. The headteacher communicates high expectations, and improvement strategies are in place, although these have not yet led to a substantial rise in attainment. Teaching is rigorously monitored and staff work well as a team, supporting and challenging one another in their quest to ensure that good learning in lessons leads to higher attainment in national tests.

The school engages parents and carers well, and enables them to feel involved in their children's education. The school's web site and special meetings for parents and carers, ensure that information is readily shared. A newly formed parents' group is beginning to have a positive impact on pupils' learning. Governors have good first-hand knowledge of the school and its context and offer challenge to help shape its strategic direction. Their impact has yet to be felt in challenging teachers to make substantial improvements to pupils' attainment.

A wide range of partners enhance the school's provision. The local authority helps support vulnerable pupils and promotes attendance. The school collaborates with other schools to put on sporting events and provide activities for gifted and talented pupils. There are links with churches and groups in the local community, as well as with partners further afield. Through these links, and through careful monitoring, the school makes a positive contribution to community cohesion.

The promotion of equality of opportunity is central to the school's work. It has ambitious aims for all groups of pupils and its impact is carefully evaluated to ensure that no-one 'slips through the net'. Through the school's determined efforts, the gap between the attainment of pupils with special educational needs and/or disabilities and the attainment of other pupils narrows as pupils move up the school.

All statutory requirements for the safeguarding of children are met. The school takes children's safety particularly seriously and is very thorough in ensuring that policies remain up to date and are fully and effectively implemented.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start in Early Years Foundation Stage with attainment which is well below national expectations for their age particularly in communication and language skills and social and emotional development. They progress well so that by the time they move into Key Stage 1 many of them are approaching national levels, although some remain below. Children get on well with one another and with adults. They confidently leave their parents and enjoy being at school, as their parents readily testify. They respond well to the warmth and encouragement shown by the staff and are willing to help with jobs and take on responsibilities.

The Early Years Foundation Stage unit is attractive and welcoming. It is well resourced and provides a stimulating environment for all areas of learning. It is used well, indoors and out. Although the Early Years Foundation Stage leader does not herself teach in the unit, she has a good overview of children's progress. She ensures that staff have high expectations and that activities are well planned, and based on the observed needs of the children. There is a good balance of teacher-led and child-initiated activities, the latter helping children to develop independence and confidence.

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

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

The responses given in the questionnaires mirror very closely those regularly collected by the school in its own surveys. They show very high levels of satisfaction, in particular with their children's enjoyment of school and the way in which the school involves parents and carers in their children's learning. A few parents and carers expressed concern about behaviour, so inspectors checked this closely. They are confident that behaviour is good. Staff are particularly careful to ensure that the school routines and high expectations are clearly understood by pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crompton View 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	67	20	33	0	0	0	0
The school keeps my child safe	37	62	23	38	0	0	0	0
My school informs me about my child's progress	36	60	24	40	0	0	0	0
My child is making enough progress at this school	31	52	29	48	0	0	0	0
The teaching is good at this school	36	60	24	40	0	0	0	0
The school helps me to support my child's learning	42	70	18	30	0	0	0	0
The school helps my child to have a healthy lifestyle	36	60	23	38	1	2	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)	28	47	26	43	0	0	0	0
The school meets my child's particular needs	29	48	30	50	0	0	0	0
The school deals effectively with unacceptable behaviour	22	37	27	45	8	13	0	0
The school takes account of my suggestions and concerns	23	38	35	58	0	0	0	0
The school is led and managed effectively	37	62	21	35	1	2	0	0
Overall, I am happy with my child's experience at this school	38	63	21	35	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



11 November 2010

Dear Pupils

Inspection of Crompton View Primary School, Newark, NG22 8PS

A big 'thank you' to everyone for the very warm welcome you gave to us when we visited your school. We came to find out what your school does well and how it might be improved. This is what we found:

Your teachers make lessons interesting and enjoyable; this means that you concentrate well and work hard. Your progress is satisfactory.

You get on very well with one another, and you understand a lot about the local community as well as communities further afield.

You are good at taking on responsibilities within school and the wider community

Your teachers look after you well, and make sure that everyone feels safe and is able to take part in what the school offers.

Your behaviour is good; teachers make sure that you act considerately at all times.

Although you are progressing well at present, we have suggested to your teachers that they should aim for you to reach even higher standards, particularly in English and mathematics. These are not as high as they were two years ago and we want to see them go up again. The attendance of a few pupils could also be a lot better.

It was a great pleasure to visit your school. You can all play your part in improving it by continuing to behave well and always doing your very best.

Yours sincerely

Richard Marsden

Lead inspector

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