

# Crosscrake CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	112316
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337901
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Michael McIlroy HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Galbraith
<b>Headteacher</b>	Mrs Linda Fletcher
<b>Date of previous school inspection</b>	14 November 2006
<b>School address</b>	Stainton Kendal Cumbria LA8 0LB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Eight lessons and five teachers were observed. Meetings were held with two groups of pupils, representatives of the governing body and with nominated staff. Telephone conversations were also held with the School Improvement Partner and the headteacher of a partner school. Inspectors observed the school's work and looked at development planning, assessment information and pupils' work. Fifty questionnaires from pupils and 42 questionnaires from parents and carers were also studied.

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

- The attainment and progress of pupils.
- The quality of teaching.
- The quality of care, guidance and support
- The quality of the curriculum
- The quality of leadership and management at all levels of the school.

## Information about the school

The school is a smaller than average primary school. Nearly all pupils are of White British heritage. Very few are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is average and that of pupils with a statement of special educational needs is well above average. The school provides part-time education for children of Nursery age but at the time of the inspection none had yet begun lessons at the school. Since the last inspection there have been some changes in staffing and extensive building work has recently been undertaken at the school.

The school holds a number of awards including the Eco-Schools Award and the Activemark Award.

**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**

**2**

## Main findings

This is a satisfactory and caring school with a number of good features. Its chief strengths lie in its good curriculum and the good personal development of its pupils which enables them to develop as articulate, considerate and well-rounded individuals. Consequently, pupils are well behaved, polite and courteous. They enjoy school and feel safe there. They understand well how to lead a healthy lifestyle and make a good contribution to the development of their school and to the local community.

The overall attainment of pupils by the end of Key Stage 2 is broadly average. The main reason for standards not being higher is there are weaknesses in the teaching and learning of English and in particular in writing, where pupils' improving writing skills are not practised enough at length or in other subjects. Pupils make good progress overall which means that their overall achievement is good. Contributing to this good achievement are pupils' high attendance, the good partnership with parents and carers and the school's good curriculum, which draws well on effective links with local schools. Although there have been improvements in teaching since the last inspection, the quality of teaching is satisfactory. Not all work undertaken in classes is appropriately matched to the abilities of pupils, especially the most able, and there are inconsistencies in the quality of marking. The care, guidance and support which pupils receive are also satisfactory. Although pupils are well cared for and receive good guidance, for example on attendance, inspection evidence indicates that support for the most able pupils is only satisfactory. Support, however, for pupils with special educational needs and/or disabilities is good and this contributes to the good progress they make.

Leadership and management are satisfactory overall. The headteacher provides good leadership for the school and has worked hard to address the areas for improvement identified at the last inspection. Her evaluation of the school's effectiveness is accurate and she is well supported by the effective and well-informed governing body which knows the strengths and weaknesses of the school well. Leadership at other levels in the school, including that of the satisfactory Early Years Foundation Stage, is sound. Strong partnerships exist with local churches and external agencies.

The headteacher's good leadership; the school's accurate self-evaluation of its effectiveness; and improvements since the last inspection, such as a steadily improving trend of results at Key Stage 1, mean that the school has a good capacity to improve further.

## What does the school need to do to improve further?

- Raise attainment in English by:

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- providing pupils with more opportunities for extended writing in English and other subjects
- reducing the use of low-level worksheets in English and other subjects
- making sure that pupils understand clearly the next steps they must take to improve their writing and ensuring that the implementation of these suggestions is checked.
- Improve the quality of teaching by:
  - making sure that work is more closely matched to the needs of all pupils, particularly the most able
  - ensuring that time in lessons is well used and that the pace of teaching and learning is increased
  - improving the quality of marking and the presentation of pupils' work.
- Develop leadership of the Early Years Foundation Stage by drawing on external expertise.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

The attainment of pupils in Key Stage 2 is broadly average. In the last three years for which validated results are available, results were stronger in science and mathematics than in English. In this period, pupils made good progress overall in their learning and both boys and girls made broadly similar progress which reflects the strength of the curriculum, good support from parents and carers and good teaching in upper Key Stage 2. Pupils with special educational needs and/or disabilities make good progress due to the good care provided by the school and the effective support they receive in lessons. However, inspection evidence from lesson observations and pupils' work indicate that the most able pupils do not make as much progress as they could. In Key Stage 1 overall attainment has risen steadily since the previous inspection. The most recent teachers' assessments show that attainment was higher in reading and mathematics than in writing. Although results in writing have improved since the last inspection partly due a number of curricular initiatives to develop this subject, the school's most recent assessments show that no pupils achieved the higher Level 3 grade in writing.

Pupils feel safe in school. They know who to turn to if they have any concerns and are confident that any bullying will be dealt with swiftly. Behaviour in class and around the school is good which reflects pupils' good moral development. Pupils' spiritual and social development is good and their cultural development is satisfactory. Pupils adopt healthy lifestyles well as is shown by their good understanding of the importance of involvement in sporting activities. Pupils make a good contribution to the school's development. Elected school councillors spoke proudly of how their suggestions to improve playground facilities and activities had been listened to and enacted. Other pupils have positions of responsibility such as helping regularly in assembly and in running the Snackajacks tuck shop at break time where healthy foods are sold. Pupils also raise money for local and international charities. Although pupils' attainment in the key subjects is broadly average,

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their high attendance, their well-developed teamworking skills and their confident use of information and communication technology (ICT) in lessons means that they are developing well the skills that will contribute to their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teaching is satisfactory overall and within this there is a proportion of good teaching. Relationships between teachers and pupils are good. Learning objectives for each lesson are routinely displayed and carefully explained to pupils. Resources are well prepared. ICT is well used to introduce new concepts and to enable pupils to research topics individually. In one lesson on rainforests a group of pupils used classroom computers confidently to find out new information about life in that habitat. Discussion partners are frequently used and this develops pupils' thinking and their teamworking skills. Additional adults are well used to support pupils with special educational needs and/or disabilities and less-able pupils. However, the pace of lessons is too often satisfactory and lesson time is not always well used. There are some inconsistencies in the quality of marking as some of it does not give pupils clear guidance on what they need to do next in order to improve their work. In some subjects there is an over-reliance on worksheets. Planning, classroom tasks and support inside the classroom do not always meet the needs of the most able pupils as some are set the same work as other pupils, which does not fully challenge them.

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The broad and balanced curriculum focuses strongly on developing pupils' personal and learning skills and contains within it a number of good cross-curricular themes. It is enhanced by effective links with other agencies and schools. For example, older pupils are taught French by a teacher from a local secondary school. Good use is also made of the school's grounds, where an outdoor classroom has been created which pupils helped to design. The curriculum is also enhanced by a good range of well-attended clubs, such as football, choir and gymnastics. A good range of visitors, educational visits and participation in local music and dance events and competitions further enrich the curriculum.

Pupils are well cared for. New pupils are well inducted into the school and settle quickly and happily. Good links with secondary schools mean that older pupils are well prepared for the next stage of their education. Staff know their pupils well, including those whose circumstances make them vulnerable. Pupils receive good pastoral guidance, for example on the importance of attending school regularly, on anti-bullying procedures and on internet safety. While most pupils, including those with special educational needs and/or disabilities, are well supported in their learning, this is not always the case for the most able pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Inspectors agree with the school's assessment that leadership and management are satisfactory. The headteacher leads the school well and has dealt well with recent changes in staffing and building improvements to the school. A number of weaknesses in teaching have been robustly tackled and areas for improvement identified at the last inspection, such as the need to develop systems to track the progress of pupils, have been well addressed. Subject leadership is satisfactory. Teaching is monitored but there are some weaknesses in how well pupils' work is checked. The school engages well with parents and carers, keeps them well informed through newsletters and arranges meetings about the curriculum or issues about which they have concerns. Good partnerships exist with health agencies and local schools. A number of joint learning activities for pupils are undertaken with other small schools. Arrangements for the safeguarding of pupils are good, which is reflected in pupils' good understanding of how to keep safe. The school promotes equality of opportunity satisfactorily, rather than well, as the needs of the most able pupils are not fully met. The school makes a satisfactory contribution to community cohesion. The effective governing body is well informed about the school's work and provides both support and challenge to the headteacher. The school provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children enter the Early Years Foundation Stage with skills and abilities that are broadly in line with those expected for children of their age. They make satisfactory progress in their time in this key stage. Most attain the early learning goals expected for children of this age, although the school's most recent assessments indicate that children's development in communication, language and literacy is not as strong as other areas of learning. Induction procedures for children in both Nursery and Reception are good. Most children in the Reception Year have transferred from the Nursery class and there are good systems to ensure the passing on of assessment information. Consequently, Reception children settle quickly into school life and mix and play well with the older pupils in their class. The key stage is well resourced and separate areas within classrooms are appropriately arranged to support the different areas of learning and a variety of activities. Children have good opportunities to play and learn indoors and in the key stage's outdoor area. Teaching is satisfactory. Planning is appropriate and teaching and learning activities meet children's needs satisfactorily. There is a suitable balance of child-initiated activities and those led by adults. Additional adults are deployed satisfactorily. Regular assessments of children's progress are made and recorded so that the school has a good picture of each child's abilities and progress. Leadership of the key stage, temporarily provided by the headteacher, is satisfactory and she works well with the new Early Years Foundation Stage team.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The very large majority of parents and carers are very supportive of the school's work. A few were of the view that the school did not meet their children's particular needs and that the school did not deal effectively with poor behaviour. Inspectors found that pupils' behaviour is good and that while the needs of most pupils were met this was not always the case with the most able pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crosscrake CofE 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 82 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	55	18	43	1	2	0	0
The school keeps my child safe	19	45	23	55	0	0	0	0
My school informs me about my child's progress	20	48	20	48	1	2	0	0
My child is making enough progress at this school	22	52	16	38	2	5	1	2
The teaching is good at this school	22	52	18	43	2	5	0	0
The school helps me to support my child's learning	20	48	19	45	2	5	0	0
The school helps my child to have a healthy lifestyle	19	45	22	52	0	0	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)	19	45	18	43	0	0	0	0
The school meets my child's particular needs	17	40	20	48	4	10	1	2
The school deals effectively with unacceptable behaviour	13	31	22	52	3	7	1	2
The school takes account of my suggestions and concerns	16	38	23	55	1	2	1	2
The school is led and managed effectively	19	45	17	40	2	5	1	2
Overall, I am happy with my child's experience at this school	20	48	19	45	2	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

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



17 September 2010

**Inspection of Crosscrake C of E Primary School, Kendal, LA8 0LB**

Dear Pupils

Thank you for being so kind, polite and helpful when we visited your school recently. Your school is a satisfactory school with a number of good features. These are some of the best things we found during the inspection.

- Your attendance is high.
- Your behaviour is good.
- You know how to keep safe.
- You make a good contribution to your school and your local community.
- You know what to do to adopt a healthy lifestyle.
- The curriculum at your school is good.
- You are well cared for by the staff at your school.

We have asked the headteacher, governors and staff to make some improvements to your school. These are to improve results in English and especially in writing and to make all teaching as good as the best which we saw. We have also asked the school to develop the leadership of the Early Years Foundation Stage.

Once again, many thanks for all your help and politeness when we inspected your school.

Yours sincerely

Mr Michael McIlroy

Her Majesty's Inspector

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