

# Crosby Primary School

## Inspection report

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<b>Unique Reference Number</b>	117934
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	379502
<b>Inspection dates</b>	1–2 May 2012
<b>Lead inspector</b>	Glynis Bradley-Peat

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	520
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Holder
<b>Headteacher</b>	Heather Reid
<b>Date of previous school inspection</b>	13 November 2008
<b>School address</b>	Frodingham Road Scunthorpe North Lincolnshire DN15 7NL
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## Introduction

### Inspection team

Glynis Bradley-Peat

Juliet Demster

Andrew Clark

Additional Inspector

Additional Inspector

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 20 lessons taught by 17 teachers. The work of teaching assistants was also observed. Meetings were held with staff, members of the governing body and pupils. The inspectors heard a small number of pupils read. The inspectors observed the school's work and looked at school evaluation documents, safeguarding documentation, data on pupils' progress and development planning. Responses from questionnaires completed by 109 parents and carers were analysed, as well as those from pupils and staff.

## Information about the school

This is a larger than average-sized primary school. Just under half of its pupils are from White British backgrounds with Bangladeshi and other White backgrounds making up a further third. The remainder of pupils come from a variety of other heritages. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is above average. Most of these pupils have moderate learning difficulties. The school does not meet the government's current floor standard, which sets the minimum expectations for attainment and progress. The school runs a breakfast-club. The school received a monitoring visit following its previous inspection and was judged as having made inadequate progress.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a satisfactory school because, after a period of stagnation during which too many pupils underachieved, improved teaching and leadership ensure that pupils make at least satisfactory progress from their starting points. It is not yet good because attainment remains low at the end of Year 6 in reading, writing and mathematics. Schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' progress is accelerating and their achievement is satisfactory. It is good in the Early Years Foundation Stage and Key Stage 1. Across Key Stage 2, rates of progress are improving, but have not yet had a full impact on raising the attainment of pupils. Attainment is not higher because some pupils still have weaknesses in their basic skills and gaps in their knowledge. Some girls are not engaged well enough in their mathematics lessons and disabled pupils and those with special educational needs do not always benefit consistently from the additional help and support they receive.
- Improved teaching has had a clear impact on pupils' learning. Teachers plan lessons which ensure that pupils are motivated. Where teaching is less effective, the pace of learning sometimes slows and pupils do not learn enough in the lesson. Information and communication technology (ICT) is not used frequently enough to enhance pupils' learning.
- Pupils' attitudes towards their learning are good. Pupils say they feel safe in their school. Behaviour is good. Attendance has improved markedly and is now broadly average.
- Leaders are passionate and determined to bring about further improvement. They are working effectively together to raise attainment and accelerate progress. The leadership and management of teaching and learning are good and as a result, inadequate teaching has been eliminated. Staff morale is high and all share the vision for school improvement.

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

- Raise attainment in reading, writing and mathematics in particular by ensuring that:
  - girls engage more successfully in their mathematics lessons
  - gaps in pupils' learning in Key Stage 2 are closed more effectively
  - the help and support provided to promote the learning of disabled pupils and those with special educational needs are more effective.
  
- Build upon the improvements already made to teaching by:
  - ensuring that teachers provide more frequent opportunities for pupils to apply their basic skills across a variety of subjects
  - ensuring that the pace of learning is brisk for all pupils
  - promoting more frequent use of ICT to enhance and aid learning.

## Main Report

### Achievement of pupils

Pupils reflect well during lessons and comment sensibly about issues which are high profile in today's society. Year 5 pupils were able to discuss the pros and cons of drinking alcohol and clearly understood the notion of moderation. They learned many new facts about the effects alcohol can have on the body and why too much can affect behaviour. In Year 1, pupils developed independence and collaborated well to solve problems about the value of groups of coins. They made excellent progress and were able to develop their understanding of addition in a real-life context. A good emphasis on bright, purposeful resources and in using the spoken language ensured that those pupils with English as an additional language, were also able to make rapid progress in their learning. In some mathematics lessons, girls do not engage well enough in their learning, remaining passive and lacking in confidence. Almost all parents and carers believe that their children make good progress. Inspectors found progress to be satisfactory overall, but with good progress evident in the Early Years Foundation Stage and Years 1 and 2, where teaching is stronger.

Both historically and currently, attainment has been, and still remains, well-below average. Standards in Year 6 have risen in writing this year according to the school's own data and this is supported by the work seen by inspectors in pupils' books and in lesson observations. However, the history of weak teaching in the past has left some groups of pupils with gaps in their knowledge and understanding, which the school is tackling robustly. Children in the Early Years Foundation Stage achieve well from starting points that are well below those expected for their age because teaching is consistently good in both Nursery and Reception classes. Standards by the end of Year 1 have been rising steadily since the time of the previous inspection in reading, writing and mathematics. This is directly linked to better quality teaching which ensures that all pupils are stretched and given work which stimulates their curiosity. As a result, pupils persevere and are resourceful. Pupils in Year 1 were able to use strategies learnt in a phonics (the sounds that letters make) session to help them spell and use new vocabulary in their writing. Progress is good in Key Stage 1, although attainment remains a little-below average by the end of Year 2. In Key Stage 2, current attainment remains well-below average, but this represents satisfactory progress from the starting points of these particular pupils. Disabled pupils and those who have special educational needs generally achieve similarly to their peers, but support is not always consistently effective to ensure that most pupils catch up successfully.

Pupils enjoy reading and are able to tackle new words successfully because they understand the sounds that letters make and are able to blend them together successfully. They are interested in books and were able to talk about the books they had read. Attainment in reading is generally a little below average, although improving, by the end of Key Stage 1. Currently, standards in reading by the time pupils leave the school in Year 6 are generally below average because of previous underachievement which is now being tackled.

## Quality of teaching

Almost all parents and carers who expressed an opinion feel that their children are well taught and their needs are met, and most pupils agree. Inspectors found the quality of teaching to be satisfactory, but improving. There are good examples of teaching in most year groups, but there is not yet enough consistently good and better teaching to ensure that pupils, particularly in Key Stage 2, are able to make up for previous underachievement. Teaching does not always ensure that the rate of learning is brisk enough. Sometimes, pupils misunderstand and this is not always spotted and then rectified during lessons. For example, in Year 3, pupils who ordered their numbers incorrectly in their calculations and consequently thought that  $17 - 22 = 5$  did not have their misconception tackled. This clearly slowed the pace of their learning and pupils did not learn as much as they could. However, in a mixed Reception and Year 1 class, teaching assistants ensured that pupils were able to move on quickly in their learning through good questioning and good use of resources which accelerated pupils' progress. They were provided with good opportunities to practise their basic skills through explaining their reasoning to others and by recording their work in a systematic way. Sometimes teachers do not provide sufficient opportunity for basic skills to be practised across different subjects, for example, through more frequent and imaginative use of ICT. There are some missed opportunities for pupils to develop their mathematical skills. In Key Stage 2, teachers do not always encourage pupils to spell and punctuate independently in subjects other than literacy.

Teachers have created a good climate for learning and lessons are typically calm and well-organised. Teachers' knowledge of teaching letters, sounds and other early reading skills is particularly strong in Reception and Key Stage 1. This is contributing to the rising levels of attainment in reading and writing in particular. The planned curriculum is having a mainly positive impact on learning. Teachers' planning is effective and sets lesson objectives and measurable success criteria. Work is usually matched well to the needs of pupils, although some schemes and planned intervention work for disabled pupils and those with special educational needs is not always personalised well enough to promote consistently good progress. Work is marked in pupils' exercise books appropriately and most pupils use their target books to understand where they are in their learning and what steps they must take to move to the next level of attainment. Teachers promote pupils' spiritual, moral, social and cultural development well. Consequently, most pupils' increased self-esteem and confidence are contributing to their improved learning.

## Behaviour and safety of pupils

Pupils' behaviour is typically good in class, around the school and while at play. Questionnaire returns from parents and carers, pupils and staff show a high level of satisfaction with safety and the way the school tackles any bullying. The school's records show that incidents of racism or bullying are uncommon and that if they do occur, pupils clearly know what to do and are confident about where to get help. Pupils understand that

bullying can take different forms, for example, while using the internet. Boys and girls from different backgrounds get on well together. Children in Nursery and Reception classes learn to take turns and share; across the school pupils collaborate well in groups. Their good levels of enjoyment of school are reflected in an improved attendance rate that is now in line with the national average. However, there is some evidence to show that in mathematics, girls do not apply themselves well enough to their learning and are too passive. Pupils enjoy taking responsibility, for example, as school monitors.

## **Leadership and management**

Staff questionnaires show overwhelming support for the leadership of the school. There is a very clear sense of purpose and direction. Staff enthusiastically share the ambition and drive for improvement. Pupils' progress is now satisfactory following a period when some underachieved. Attainment is rising and attendance is now at the national average. The senior and middle leadership team evaluate the school's work well and know what still needs to improve. The management of performance is good, with teachers being held to account for pupils' progress and they agree recommendations with school leaders. Lesson observation reports are clear, helpful and supported by additional professional development when necessary. However, areas for improvement are not always re-visited during subsequent observations. Overall, it is clear that the school has sustained capacity to improve further.

Members of the governing body are increasingly well informed to make key strategic decisions alongside leaders. All safeguarding requirements are met and steps are taken to ensure the suitability of adults to work with children. The broad and balanced curriculum is appropriate, but while this promotes the development of pupils' basic skills, there are too few opportunities for them to use these across a variety of subjects. However, enrichment activities, including residential visits, promote pupils' personal development well. Most parents and carers are supportive of the school and how it increasingly involves them in how to help their children at home. They have played their part in improving attendance.

Positive attitudes to learning are fostered through the good promotion of spiritual, moral, social and cultural development. Equality of opportunity is promoted well, although this is less successful in mathematics lessons where girls do not always reach their potential.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

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

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

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

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

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



## Common terminology used by inspectors

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

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



3 May 2012

Dear Pupils

### **Inspection of Crosby Primary School, Scunthorpe, DN15 7JU**

Thank you for being so polite and helpful when we visited your school and for the questionnaires you completed. Some of you spoke with us to give us your views and we enjoyed hearing what you had to say and watching some of your lessons. Your school provides you with a satisfactory education. That means there are some things that it does well and some things that could improve.

Your learning is improving because you are eager to learn and teaching has improved. We were also pleased that your attendance has improved and it is now similar to the attendance rate found in most schools. Please keep coming to school every day, because that is the best way to learn as much as you can.

Even though your learning is improving, there are some ways that it needs to improve even more. We have asked your school to ensure that:

- the levels you reach in reading, writing and mathematics improve and that the girls in particular do better in their mathematics lessons
- the gaps that some of you have in your learning from previous years are closed
- those of you who are disabled or have special educational needs are helped more in order to catch up more effectively
- teaching continues to improve and that teachers give you more time to use your reading, writing, numeracy and ICT skills in lots of different subjects
- the rate at which all of you learn is brisk.

You can help with this by always working hard in all your lessons. This is especially the case for the girls in mathematics. Thank you for taking the time to read this letter.

Yours sincerely

Glynis Bradley-Peat  
Lead Inspector

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