

Crosslee Community Primary School

Crosslee Road, Blackley, Manchester, M9 6TG

Inspection dates 2–3 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a happy and inclusive school.
- The headteacher and deputy headteacher provide strong drive, high expectations, and good care and support for staff, parents and pupils.
- Supported well by the governing body, the school has made good improvements in attendance, teaching and achievement.
- Pupils make good progress from low starting points on entry to the school. They achieve well overall because of good teaching, particularly in mathematics, where attainment is above average by the end of Year 6 and achievement in this subject is outstanding.
- Pupils are keen to learn, behave well and have positive relationships with adults in this safe and friendly school.
- Teaching is good with some that is outstanding. This is due to effective training, monitoring and support by senior and middle leaders, as well as additional support provided by teaching assistants.
- Themed days and good opportunities to watch or to take part in drama and musical productions help to promote pupils' good spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- Not enough teaching is outstanding.
- There are too few opportunities for pupils in Years 3 to 6 to further improve their reading and writing skills across different subjects and hence raise their achievement further in English.
- Planning and monitoring by teachers pays too little attention to the presentation of pupils' written work and to the progress of the more - able pupils, which is not as strong in Years 3 to 6 as that of other year groups.

Information about this inspection

- Inspectors observed 16 lessons, observed support groups, listened to pupils read and looked at pupils' work.
- Inspectors examined a wide range of school documents, including those related to safeguarding, monitoring of teaching, pupils' achievement, school improvement planning and review, governance and local authority reports.
- They held meetings with groups of pupils, the Chair of the Governing Body, with staff and the school's adviser (School Improvement Partner).
- Inspectors took account of parents' views through the school's recent survey and looked at five responses to the on-line questionnaire (Parent View).

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Sheila Mawer	Additional Inspector
David Thompson	Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- Most pupils are of White British heritage, but with an increasing number from minority ethnic backgrounds.
- A high proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governors run a breakfast club for pupils who attend the school.

What does the school need to do to improve further?

- Further continue the upward trend in achievement in reading and writing for pupils in Years 3 to 6, by:
 - increasing the proportion of outstanding teaching
 - planning more opportunities for older pupils to practise and develop their reading and writing skills across different subjects
 - ensuring teachers' planning and their monitoring of pupils' work enables them to consistently provide the right level of challenge for more-able pupils, to ensure they make faster progress
 - ensuring that staff and pupils pay more attention to the presentation of pupils' written work.

Inspection judgements

The achievement of pupils is good

- Children in the Early Years Foundation Stage make good progress from low starting points. They benefit from a good range of activities, such as story telling and matching letters to sounds due to good attention to developing their language skills.
- Pupils' progress in Years 1 and 2 is improving strongly so that they now reach broadly average standards at the end of Year 2 in reading, writing and mathematics. The proportion of pupils reaching higher than expected levels is also broadly average due to improved teaching and additional support for reading, writing and mathematics.
- Pupils' progress in Years 3 to 6 is good overall, including the progress of pupils from minority ethnic backgrounds. By the time they leave school at the end of Year 6, attainment in mathematics is above the national average. This represents outstanding progress and achievement from pupils' starting points. Pupils make good progress and achieve well in reading and writing to attain standards that are close to the national average. However, pupils' achievement in English is not as strong as in mathematics. This is because teachers do not provide enough opportunities for pupils, particularly older pupils in Key Stage 2, to practise and develop their reading and writing skills in different subjects.
- Learning in mathematics is particularly strong because pupils enjoy the regular opportunities given to discuss with each other their thinking about their methods to solve problems. They also show very positive attitudes to learning when they are given opportunities to apply their learning across the curriculum, such as when they measure and estimate ingredients in cooking lessons.
- Pupils enjoy reading and talking about the characters in the stories they read. The regular and focused support provided by teaching assistants helps to improve their comprehension and their ability to tackle difficult words.
- Equality is promoted effectively. For example, pupils known to be eligible for the pupil premium and those with special educational needs achieve well. This is due to the way the school uses funding to provide additional support and training for staff, as well as widening opportunities outside of lessons to raise pupils' aspirations.

The quality of teaching is good

- Much of the teaching throughout the school is good with some that is outstanding.
- Teachers have high expectations of behaviour and team work which helps to promote a positive learning environment.
- Where teaching is at its best, teachers plan well to ensure all needs are met. They use questioning effectively to deepen understanding, check progress and to promote good speaking skills.
- In mathematics lessons, teachers use good subject knowledge to challenge pupils through fun activities that engage and strengthen their times table recall and understanding of how different methods can be used to solve problems. Teachers also ensure that pupils use correct mathematical language when describing or giving answers to problems.
- Marking is good overall and pupils know what to do to improve their work. Teachers provide good opportunities when giving written feedback for pupils to correct their work or challenge them further to do a more difficult activity.
- Where teaching is weaker, too much time is taken up by the teacher talking, the more-able pupils in Years 3 to 6 are not always stretched and teachers do not make high demands for well-presented written work.

The behaviour and safety of pupils are good

- Pupils enjoy school and feel safe. They say they feel confident in the school addressing their worries. Parents agree with this.
- Good social and moral development is evident as pupils from all backgrounds get on well with each other and work well in lessons to support each other's learning.
- The school's behaviour policy is understood well by pupils. Behaviour is good in lessons and during playtimes.
- Pupils with behavioural needs are well supported.
- Pupils show good understanding of the different types of bullying and have a good understanding of how to use the internet safely.
- Attendance has improved well since the last inspection so that it is now in line with the national average and rising. The number of children who are persistently absent has also fallen due to the very effective strategies put in place. For example, the school runs an attendance disco every half term. As a result of this, pupils want to achieve full attendance.

The leadership and management are good

- All staff work very effectively together. They are highly committed to ensuring that pupils achieve as well as they can.
- Staff value the regular monitoring of the quality of teaching by senior and middle leaders. As a result of training opportunities provided, the standards of teaching in mathematics, and most recently in literacy, have improved. Those who are new into teaching are well supported.
- Good systems are in place to make sure teachers are held to account for every pupil's progress and that it is reflected in salary progression.
- Relationships with parents are positive. Nursery and Reception class staff work hard to improve the way new parents are introduced to the school and how they can be involved in their children's learning. Weekly reading mornings throughout the school enable parents to be involved in supporting their children's reading and writing. Parents value these opportunities.
- Pupils value special themed days such as 'Aspirations Day', where they come to school dressed as workers from the careers they would like to go into when they are older. They also enjoy the range of clubs including drama club, where they get to put on productions such as 'Camp Rock'. Such activities contribute well to pupils' spiritual, moral, social and cultural development. Pupils enjoy a wide range of subjects such as in their topic work. However, although there are some good examples of different types of writing across different subjects, this is not yet consistently evident.
- The local authority and the School Improvement Partner, provide effective light touch monitoring for this good school.
- **The governance of the school:**
 - The governing body is effectively engaged in promoting pupils' regular attendance.
 - They provide challenge and support for the school.
 - They ensure that statutory requirements are met through regular checks of safeguarding arrangements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	105412
Local authority	Manchester
Inspection number	400779

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	304
Appropriate authority	The governing body
Chair	Brian Longbottom
Headteacher	Andrea Wadsworth
Date of previous school inspection	22 March 2012
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