

Crompton View Primary School

Crompton Road, Bilsthorpe, Newark, NG22 8PS

Inspection dates 11–12 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.

- The significant majority of pupils make good progress and learn well in their lessons.
- Since the last inspection, standards at the end of Year 6 have improved consistently and are now above national averages.
- Pupils who are behind with their reading, writing and numeracy skills when they start school catch up quickly and make good progress.
- Teaching and learning are good across the school and some of the teaching is outstanding.
- Teachers have high expectations of pupils and teach interesting and enjoyable lessons which help the pupils learn well.
- Pupils enjoy being in school. They say that they feel safe and cared for well.
- Behaviour is good because pupils show respect for each other and for the adults in school. Behaviour is managed well and, consequently, the number of exclusions has reduced dramatically since the last inspection.
- Attendance has improved significantly and is now above average.
- The headteachers lead the school very effectively and are well supported by other key staff who have been given the opportunity to take leadership and management roles.
- The governing body provides good support and challenge and knows the strengths and areas for improvement of the school very well.

It is not yet an outstanding school because

- There are a small number of lessons where the teaching is not yet good.
- Attainment and progress in Years 1 and 2, where the staff are less experienced, are not as good as in other year groups within the school.

Information about this inspection

- Inspectors observed 18 lessons, of which eight were joint observations with senior leaders. Every class was observed at least once.
- Meetings were held with two groups of pupils, two governors, several staff members including senior and middle leaders, and a representative of the local authority.
- Inspectors took account of the 14 responses to the on-line questionnaire (Parent View). Other parents' views were sought at the start of the school day.
- The inspectors observed the school's work, and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.
- The school is led by two headteachers who share the role.

Inspection team

Nigel Grimshaw, Lead inspector

Additional Inspector

Joanne Sanchez-Thompson

Additional Inspector

Full report

Information about this school

- The school is about average in size.
- The school is led by two headteachers who share the leadership role.
- Almost all the pupils are from White British backgrounds.
- The school receives additional funding for around a third of pupils through the pupil premium because they are known to be eligible for free school meals or are looked after children. This is an above-average proportion of pupils.
- The proportion of pupils supported through school action is well above average.
- The proportion supported through school action plus or with a statement of special educational needs is broadly average.
- There is a well-attended breakfast club that is managed by the school.
- The school meets the government's floor standard, which sets minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve pupils' attainment and progress and the consistency of teaching, particularly in Years 1 and 2, so that all teaching is good or outstanding before July 2013 by:
 - ensuring that teachers make regular checks during lessons to make sure that the work is set at the right level of all the pupils and that all pupils are making good progress
 - making sure that all the pupils have enough time in lessons to complete the work expected from them
 - setting performance targets for the new teachers to achieve
 - sharing good practice within the school especially for the more inexperienced teachers.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge that are well below those expected for their age. The teaching in the Nursery and Reception classes is good and so they settle well into school life and make good progress, especially in basic communication skills and mathematics. Overall standards remain below national expectations at the end of the Reception Year.
- Pupils' progress in Years 1 and 2 is not as good as in other year groups. Senior leaders have successfully focused on improving teaching and learning over the last three years, but the new teachers in these year groups are still at the early stage of benefiting from their support and guidance.
- The pupils' progress speeds up in Years 3 to 6 and is consistently good or better. Consequently, attainment has improved for the last three years and, most recently, has reached levels above the national averages in reading, writing and mathematics.
- Results in reading have improved significantly and the pupils say that they love reading. This is because the teaching of reading skills is particularly effective and most pupils have great confidence in their reading ability. Pupils say that they read for pleasure both within and outside school.
- Senior leaders check pupils' progress rigorously and hold meetings regularly with the teachers. Pupils who are falling behind are, consequently, identified promptly and individual plans are put in place to speed up their learning. These plans are effective and help pupils to catch up.
- Pupils known to be eligible for free school meals, disabled pupils and those with special educational needs make good progress because key staff check their progress closely. The work is, therefore, then set at the right level and they receive good-quality support. As a result, they make good progress like their peers.
- Senior leaders, ably supported by all staff, have worked hard to ensure that the more-able pupils are challenged in their work. Planning is now more focused in this area and pupils have targets to achieve, which they enjoy. Consequently, their outcomes have improved significantly, particularly in reading and writing, which have been priorities for the school.
- Progress in most lessons observed during the inspection was good or better. Pupils enjoy learning because teachers plan work that motivates them. This was particularly true in an outstanding mathematics lesson in Year 5 where the pace was brisk, expectations were high and the problems to be solved were challenging. However, in the small number of less effective lessons the pace was variable, not enough time was given for pupils to do their work and the work was not always set at the right level to provide the right level of challenge.
- An overwhelming majority of parents responding to the on-line questionnaire feel that their children make good progress. This was also evident from discussions with parents at the start of the school day.

The quality of teaching is good

- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to do their best. Expectations are high and pupils respond well to the challenge. This was particularly true in the Reception class where the teacher had set up a hairdressing salon in the classroom and the children invited the inspector for a cup of tea and a new hairdo!
- Teachers check on the attainment and progress of the pupils over time and most use this information to set work that is at the right level for the pupils. Checking progress during lessons is also a strength in most lessons, and any difficulties arising are dealt with promptly by the teacher. However, this is not yet consistently in place across all classes.
- In a very small number of lessons, the pupils are not completely clear about what they have to do and this is not addressed quickly enough by the teacher, which leads to variations in the pace of learning. Very occasionally, the teachers spend too long talking to the pupils in the introduction to the lesson and, consequently, the pupils do not have enough time left to complete their work.
- Resources are well prepared, including the effective use of information and communication technology (ICT) in lessons. The resources help to structure the lesson and support learning and so the pace in these lessons is suitably challenging.
- Pupils have targets in English and mathematics. They enjoy the challenge these present and are motivated by them. Pupils, particularly the older pupils, are encouraged to assess their own progress and understanding in lessons. They use a 'smiley face' code to say how well they understand the work they have completed. This is working well in improving the outcomes for the pupils. The marking by teachers is helpful and consistently applied and time is given in the best lessons for the pupils to respond. In some classes, an excellent dialogue has developed between the teacher and the pupils and this is proving beneficial to progress.
- Teaching effectively promotes pupils' spiritual, moral, social and cultural development. This is evident in lessons and around the school. Pupils work very well cooperatively, value the opinions of others, and behave extremely well. The 'Rights and Responsibilities' groups of pupils meet regularly and work well and help to ensure that the school is a harmonious and caring community. A carefully structured programme of support ensures that disabled pupils and those with special educational needs are taught well, often by very effective teaching assistants.
- Teachers plan the curriculum imaginatively. Useful links between subjects enhance pupils' learning, and teachers provide a good range of opportunities for pupils to apply their basic literacy and numeracy skills. This is particularly true of their writing, which has, consequently, improved significantly in the last year. The effective use of spelling partners has proved a real success.
- A very high proportion of parents feel that their children are taught well and are prepared for the next stage of their education. The inspection findings fully support this view. Parents and carers recognise Crompton View as an improving school. One parent spoke for several in saying, 'The children are taught in a fun way and their learning is wonderful.'

The behaviour and safety of pupils is good

- The vast majority of pupils have positive attitudes to learning. They are keen to do well. They

concentrate and persevere in completing the work set for them. In a small number of lessons, some pupils found this more difficult when the work set was not at their level.

- Pupils behave well in lessons and around school. They work and play together harmoniously. They say that they feel safe and well cared for by the adults in school. They are extremely polite, confident and very welcoming. Parents and carers support this view.
- The school has worked in close cooperation with other agencies to support pupils with very challenging behaviour. This has proved to be very effective and the number of exclusions has fallen dramatically over the last three years.
- Routines are well established in the Early Years Foundation Stage. The children show consideration for others, take turns and share equipment. The consistent approach to managing behaviour ensures that this continues throughout the school. The school has clear evidence of improvements in behaviour since the last inspection in 2010.
- School records indicate that there are very few incidents of bullying, a view reinforced in discussions with pupils and parents. Pupils have a good understanding of the different forms of bullying and they say that bullying is very rare and is dealt with promptly and effectively by the adults in school. Racial discrimination incidents are even less common because the pupils show mutual respect for each other. The school has worked with pupils on the safe and appropriate use of the internet but this needs further reinforcement because not all pupils are clear about this important area.
- The improvements in attendance have been remarkable over the last four years and now attendance rates are above the national averages. This reflects the view that the pupils enjoy coming to school and have positive views of the importance of their learning.

The leadership and management is good

- The excellent leadership of the headteachers, ably supported by other key staff and governors, provides a strong and clear direction for the school. The headteachers have leadership skills that combine very well together and this is beneficial for the school. The focus has rightly been on a rigorous programme of improvement in the quality of teaching. Although a small pocket of teaching still requires improvement, the programme has been very successful and the improved teaching has led to much improved attainment and progress of the pupils.
- School leaders have recognised the need to extend leadership and management responsibilities to more staff and have introduced this effectively.
- The leadership of the Early Years Foundation Stage is good. The successful induction programme for children and their parents works exceptionally well and, therefore, the children settle well into school life and make good progress.
- Setting targets for teachers is well embedded for the established members of staff but has not yet been extended to the new members of staff. There is an appropriate training programme in place for teachers. The staff questionnaires indicate that this is valued highly by the staff.
- **The governance of the school:**
 - Governors have a clear view of the strengths and areas for improvement of the school.

- They visit the school regularly in order to provide support and gain first-hand insights into its day-to-day life.
 - Governors are very knowledgeable about the standards in school and the areas requiring further improvement.
 - They provide a high level of challenge to ensure that the school operates effectively in all areas.
- The school's leaders have an accurate view of the school's strengths and areas for improvement. Since the last inspection, there have been significant improvements in outcomes for pupils in reading, writing, and mathematics. The quality of teaching has also improved as well as aspects of the learning environment, such as the much improved library provision. Consequently, the leaders have demonstrated a good capacity to improve further.
- The school development plan accurately reflects the priorities for the school and is clearly structured to achieve the necessary improvements.
- The curriculum has developed over the last two years to create opportunities for enjoyable learning and also for pupils to apply their basic skills in a wider range of subjects. This is particularly true of reading and writing skills and this has led to considerable improvements at all key stages within the school. The curriculum is enriched by a good range of lunchtime and after-school clubs. The curriculum also supports learning about other cultures.
- The local authority has provided good support to the school to improve the quality of teaching, reading and writing. The school staff have valued the help and guidance and regularly attend courses and training sessions.
- The parents value the work undertaken by the school to engage them in their children's learning. This was evident from the on-line questionnaire and the discussions with parents. They say that they feel well informed. The school's new website is particularly informative and attractive and is accessed widely.
- The safeguarding of pupils meets statutory requirements. Staff and governors have received the appropriate training. The school provides pupils with a good range of opportunities to learn how to stay safe.

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	131091
Local authority	Nottinghamshire
Inspection number	406412

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	222
Appropriate authority	The governing body
Chair	Ray Stewart
Headteacher	Russyn Cast and Claire Lindsay
Date of previous school inspection	9 November 2010
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