

Crossley Street Primary School

Crossley Street, Wetherby, West Yorkshire, LS22 6RT

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher provides strong leadership and is well supported by staff, governors and parents. There is a relentless focus on improving the school and individual pupil's personal and educational development is at the heart of this. Powerful leadership has been key to the improvements made since the last inspection in raising standards and improving the quality of teaching.
- Teaching is of a consistently high standard and teachers use their detailed knowledge of individual pupil's abilities to plan challenging and exciting lessons. Occasionally, in the Early Years Foundation Stage, teaching is less effective.
- The school environment is vibrant and welcoming.
- The governors provide high levels of challenge and support to senior staff and contribute very effectively to school improvement.
- Many children start school with skills that are typical for their age. Overall, throughout the school, they make outstanding progress in reading, writing and mathematics and attainment has been high at the end of Year 6 for several years.
- Behaviour is exemplary. Pupils throughout the school are polite and respectful to all. They are well cared for, feel safe and valued, experience a wide range of interesting activities and are overwhelmingly positive about life in school.
- Children in the Early Years Foundation Stage quickly learn how to socialise, they develop self-confidence and enjoy coming to school because learning is fun.
- Disabled pupils and those with special educational needs make rapid progress because they receive skilled support and guidance at just the right level for their individual needs.

Information about this inspection

- Inspectors observed 17 lessons, all teachers were observed at least once and one observation was carried out jointly with the headteacher.
- Meetings were held with school staff, groups of pupils, groups of governors (including parent governors) and a representative of the local authority. They also spoke informally to many pupils and talked to teachers about their lessons.
- Inspectors listened to pupils of different ages reading and observed some of the one-to-one and small group additional support that is provided for pupils who are identified as in need of such support.
- They scrutinised a number of documents including the school’s self-evaluation, school improvement plans, data on pupils’ current progress, teachers’ planning, local authority records of visits, minutes of meetings and records relating to behaviour, attendance and safeguarding.
- Inspectors reviewed work in pupils’ books with a focus on writing, progress and the quality of marking.
- Inspectors also took into account information published on the school’s website (including the school’s surveys of parents and pupils) and the responses made by 39 parents to the online questionnaire (Parent View).

Inspection team

Helen Gaunt, Lead inspector

Additional Inspector

Fiona McNally

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of girls is lower than average.
- The proportion of pupils known to be eligible for funding from the pupil premium (which is provided to support the learning of pupils who are entitled to free school meals, in the care of the local authority or the children of forces families) is lower than average.
- The large majority of pupils are White British. The proportion of pupils who come from a range of different ethnic minority backgrounds is very low in comparison with most schools. Few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action or are have a statement of special needs is below average. The proportion of such pupils supported at school action plus is below average.
- The school meets the government's current floor standards, which set minimum levels for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the rate of progress made by all children in the Early Years Foundation Stage by:
 - implementing sharper and more focussed intervention and support to challenge any misconceptions
 - further developing the opportunities that children have to choose activities that are directly linked to their learning, and especially through more use of the outdoors.

Inspection judgements

The achievement of pupils is outstanding

- The majority of children start school with skills that are typical for their age, although there is an increasing proportion entering the school whose skills are less well developed. They are happy in the Early Years Foundation Stage, make good progress and enter Year 1 well equipped to manage all aspects of Key Stage 1 learning.
- Although progress at Key Stage 1 has been uneven in the past, improvements in the quality of teaching are accelerating rates of progress. As a result, standards at the end of Year 2 have continued to rise over the past three years and are now well above average in reading, writing and mathematics and significantly so overall.
- Rapid progress is made throughout Years 3 to 6 and standards in English and mathematics are consistently exceptionally high by the time pupils leave the school. The proportion of pupils making quicker than average progress from Year 2 to Year 6 is high compared to most primary schools and all pupils, irrespective of gender or background, make at least nationally expected progress.
- The progress of disabled pupils and those who have special educational needs matches the excellent progress made by their classmates because the support they receive is precisely focussed towards their individual learning needs.
- The small numbers of pupils known to be eligible for the pupil premium also do very well because the support they receive is helping them close gaps in their knowledge and keep abreast of new learning.
- Pupils demonstrate good knowledge of letters and sounds. They are taught this aspect of reading well. Pupils are enthusiastic readers. They are encouraged to read widely and readily talk about the books and authors they enjoy. Year 6 pupils are very fluent readers, with clear tastes in literature and the ability to read a range of demanding texts, in books or on computers. This supports their progress in other subjects.
- Pupils' writing skills receive a strong focus from an early age. They are able to get their ideas onto paper quickly, which helps the pace of learning in many subjects.
- In mathematics, pupils are encouraged to develop their ability to investigate and find out the answers to problems for themselves.
- Outstanding learning takes place when pupils discuss ideas independently and support each other's learning. Examples of this can be seen throughout the school, in all subjects. In a Year 3 technology lesson, children were learning how to make Christmas cards by cutting and using Origami (the Japanese art of paper folding). Their varying level of skill in cutting and folding did not prevent anyone from succeeding as they talked about what they were doing and demonstrated different approaches to and for one another. This led to all pupils being able to produce a card of high quality and to develop valuable team skills in the process.

The quality of teaching is outstanding

- A key strength of much teaching is the way in which teachers plan their lessons to make sure all pupils are given work that gets the best out of them. Adults then provide on-going support throughout lessons, so that any misconceptions are quickly picked up and addressed. Pupils who are succeeding are encouraged to refine their work and to extend their learning. Pupils' collaborative skills are extremely well developed and a key feature of lessons is the ability of pupils to work cooperatively, productively and independently (of the teacher) in groups and pairs. For example, pupils working in groups in Year 6, when asked to produce a school newspaper and discussed topics to be included in their publication. They divided up sections so that each pupil was responsible for researching information and writing his/her particular area and discussed making each layout different so that it was eye catching to the reader. The teacher's clear, challenging criteria underpinned their excellent progress in understanding and

producing the document.

- Teachers have responded well to the key issues raised at the previous inspection. There is a strong focus on the development of pupils' writing. In the majority of lessons, pupils' books are well marked and teachers highlight what pupils need to do in order to improve their work. As a result, pupils know how well they are doing, they are aware of their end of year targets and in outstanding lessons, pupils not only know what they need to do to improve they also act on the teacher's advice.
- Teaching for disabled pupils and those who have special educational needs is very effective. Their needs are accurately identified and help and guidance provided so they can participate in all activities and make as much progress as possible. Support is modified regularly in light of regular and accurate checking of their progress, to make sure it is always having the desired impact.
- High quality individual and small group support is provided for pupils known to be eligible for the pupil premium so that they are also fully included in all activities and make rapid progress.
- Teachers regularly and accurately assess pupils' learning and swift action is taken where an individual pupil's progress may not be as strong as it should be. There is a range of additional support for pupils which include: Catch-Up Literacy to support reading, Quest to support reading and writing, Spring Board to support mathematics and number work and Phonics Bug to support Year 1 readers. A Year 2 pupil who had been receiving additional, one-to-one support for numeracy was observed in a mathematics lesson with his classmates. He had developed good skills in recognising number patterns which gave him the confidence to fully participate in the lesson and to make good progress.
- There is a wide range of learning experiences provided for pupils including visitors and specialist teachers. Some of these have included people talking about different countries and dance teachers. The pupils say they really appreciate these experiences and that school is a fun place to learn. They are very appreciative of the different activities and experiences which their teachers organise for them.
- Teaching is good in the Early Years Foundation Stage. It is not outstanding because, although children are encouraged to select their own activities, these are not always linked closely enough to their learning and there are times when insufficient use is made of the outdoor play area. Occasionally, pupil's misconceptions are not always challenged through pertinent intervention and support from staff.

The behaviour and safety of pupils are outstanding

- Pupils' great enjoyment of school is reflected in their excellent behaviour, very positive attitudes towards their learning and their high levels of attendance.
- Pupils are extremely polite, helpful, confident, friendly and considerate of one another. All pupils get on well together, regardless of background. They show a great deal of pride for their school.
- The vast majority of parents and carers, and all school staff who expressed a view, consider behaviour to be very good. They say that they are confident that children are safe and that they feel safe. This was confirmed by the pupils themselves. They understand what is meant by bullying, including the use of the internet, and say it rarely happens. Pupils in Year 6 do not recall any incidences of physical bullying during their time in the school. There have been no serious incidences of bullying and no pupils have been excluded from school for several years.
- Teachers apply the school's agreed sanctions and rewards consistently. Pupils know exactly what is expected of them and they are keen to do well to achieve recognition and rewards. Rewards might include having their names put on the Golden Circle during lessons, having an extra five minutes playtime and having their work displayed on classroom walls and on corridors. Pupils really value having their work displayed.
- Older pupils act as buddies in support of younger children, who appreciate having them as role models.

- Children learn how they are expected to behave from the start of the Early Years Foundation Stage. They develop self-confidence immediately on entry to school because they learn to respect and be respected by their teachers.
- Throughout the school, children feel appreciated because their views are sought and acted upon, their contributions are valued and they are encouraged to think about the needs of others as well as themselves. Some Year 4 pupils said they had had concerns about a hole that had appeared in the school fence ('because people might get through it'). When they told their teachers, it was repaired immediately.
- The atmosphere in school is warm and friendly. Pupils are eager to help visitors. They talk about their school as being 'one big family'.
- At playtimes children are inventive in making up games and playing together harmoniously. The outside environment is spacious and allows children to run around and have energetic fun. The outdoor area for Nursery and Reception children is more restricted and not used as much as it could be.

The leadership and management are outstanding

- Excellent leadership from the headteacher and a strong sense of shared purpose and hard work from all staff have driven major improvements since the last inspection. The key areas for improvement identified at the time of the last inspection have been fully addressed.
- Improvements in the quality of teaching have led to higher standards of attainment and increasing rates of progress for pupils, while the previously high standards of behaviour, high levels of attendance and effective care and support for every pupil and his/her individual development have remained very strong. There is no complacency at Crossley Street.
- The indoor accommodation for Key Stage 2 and nursery pupils has been developed to provide more suitable learning environments for those children.
- Excellent improvements in tracking pupils' progress ensure that all pupils are supported and challenged to do as well as they can. Leaders set ambitious targets for individual pupils, monitor progress regularly and staff work together very effectively to meet them.
- Teaching and learning is observed regularly and effective feedback is provided to teachers to enable them to improve their practice and to raise achievement. Rigorous systems have been put in place to check teacher's performance and teachers are set ambitious targets related to pupils' progress, school priorities, their individual professional needs and their leadership roles.
- There are extensive opportunities for teachers to enable them to develop their practice, both internally, through the sharing of good practice that already exists, and externally, on courses and through the many partnership activities in which the school is involved. Training is effective in helping them to meet their targets.
- The pupil premium is spent on one-to-one support for eligible pupils to identify and close gaps in their knowledge and skills. The school rigorously checks whether any intervention is having the desired impact and is ready to adjust the support where required.
- Equality of opportunity is at the heart of everything. The focus is on the individual child and their particular needs. Leaders are relentless in ensuring that all pupils who may face barriers to learning, including disabled pupils, those who have special educational needs and those for whom English is an additional language, do as well as they can and are not discriminated against.
- School leaders are constantly scanning the horizon to secure the continued success of the school. They are conscious of the fact that local authorities are no longer able to offer the levels of support that schools had been used to receiving. Currently, leaders are actively engaged in securing the school's future by considering whether to become part of a cooperative trust with existing partners in the Elmete Partnership of Schools so that more efficient use can be made of limited funds.

- The school's exciting and varied curriculum, including the "Enhanced Curriculum", underpins pupils' high standards of achievement and behaviour and is making an excellent contribution to their spiritual, moral, social and cultural development, all aspects of which are very strongly promoted. Pupils' are encouraged to be aware of each other's needs and to learn as much as they can about a wide range of different cultures.
 - The local authority provides effective light touch support and works, as requested, with the school, to quality assure the judgements made by leaders and to provide any guidance that may be required.
 - **The governance of the school:**
 - The governing body has strong systems that give it a clear and accurate understanding of the school's work and pupils' achievement. This enables it to challenge staff and to hold the school to account for its performance. It uses information from monitoring the performance of teachers to ensure that salary progression is linked directly to pupils' achievement. The governors have ensured that safeguarding requirements are met. They have access to training and support that helps them make an excellent contribution to supporting and challenging the school. The governing body has a clear understanding of the budget, including the use of pupil premium funding.
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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	107854
Local authority	Leeds
Inspection number	403049

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	235
Appropriate authority	The governing body
Chair	Ann Lister
Headteacher	Sandra Clynes
Date of previous school inspection	18 March 2008
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