

Crowmoor Primary School and Nursery

Crowmere Road, Monkmoor, Shrewsbury, SY2 5JJ

Inspection dates 31 January–1 February 2013

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.

- Under the drive of the headteacher, the school has improved since its last inspection.
- The quality of teaching is good and pupils make good progress in most classes.
- The teaching is particularly good in Year 6 and in Years 2 and 3.
- Standards at the end of Year 6 have risen over the last two years.
- The school has good procedures for helping teachers to improve their teaching.
- Pupils and parents are pleased with the school and the support provided by staff.
- Teachers and teaching assistants are highly skilful at managing pupils' behaviour.
- The school is highly successful at helping pupils and improving pupils' behaviour.
- By the time they leave the school, pupils have very positive attitudes to learning.
- Pupils feel safe in school.
- The school contributes well to pupils' spiritual, moral, social and cultural development.
- Attendance is above average.
- Good partnerships with other organisations and schools improve the quality of education.
- Governors are fully involved in the life of the school and hold the headteacher accountable for the school's performance and continued improvement.

It is not yet an outstanding school because

- Standards in English have been well below average at the end of Year 2, although they are now improving rapidly.
- Progress in writing, particularly for boys, is not as strong as in reading and mathematics.
- Teachers do not make enough use of opportunities to develop writing skills in subjects other than English.
- A small amount of teaching still requires improvement.
- Marking is not always used in the most effective way to improve pupils' learning.
- Some teachers do not make full use of information about pupils' progress to raise standards even further.

Information about this inspection

- The inspectors visited 20 lessons, observing all classes at least twice for varying lengths of time. Half of the observations were carried out jointly with the headteacher or the deputy headteacher.
- They held discussions with a representative from the local authority, the headteacher and deputy headteacher, the Chair of the Governing Body, all of the teaching staff, and groups of pupils.
- They looked at a range of documentary evidence, including the school's self-evaluation, data regarding pupils' progress, and documents relating to safeguarding and special educational needs.
- They scrutinised pupils' written work in a range of subjects and listened to pupils reading.
- They had discussions with two parents and received a letter from one parent. They took into account the views of 17 parents recorded on Parent View, Ofsted's online survey of parents' views, as well as the results of the school's own surveys of parents' views.
- Inspectors also considered the views of 20 members of staff who completed Ofsted's staff questionnaire.

Inspection team

Graham Sims, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

Full report

Information about this school

- The school is smaller than average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action and the proportion supported at school action plus or with a statement of special educational needs are broadly average.
- Most pupils are from White British backgrounds and speak English as their first language.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding) is well above the national average.
- Central Shropshire East Children's Centre uses part of the school premises. The children's centre is inspected separately.
- The Early Years Foundation Stage comprises a Nursery, where most children attend part-time, and a Reception class.
- Pupils in Years 2, 3 and 4 are taught in two mixed-age classes. The remaining three classes cater for pupils from a single-age group.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress for pupils at the end of Year 6.
- Apart from school visits, all pupils are taught on-site. The school does not use alternative off-site provision to educate any of its pupils.
- A number of new staff, including the deputy headteacher, have joined the school since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' progress, particularly at Key Stage 1 and that of boys in writing, by ensuring that:
 - more opportunities are provided for pupils to develop literacy and numeracy skills through other subjects such as history, geography and science
 - pupils are given more critical feedback when their work is marked and are then provided with opportunities to correct and improve their work to the next level
 - more-able pupils have the opportunity to exceed the levels expected for their age
 - teachers take greater notice of information about pupils' progress to set targets and ensure that all pupils are making the best possible progress.

Inspection judgements

The achievement of pupils is good

- Pupils' progress has improved since the last inspection. Pupils are now making good progress in almost all classes because there has been a relentless and successful focus on improving the quality of teaching.
- The majority of children join the school with skills, knowledge and abilities which are typical of those found nationally, particularly in terms of their personal, social and emotional development and their communication skills. They make good progress in the Nursery and Reception classes, where improved provision and better opportunities for children to initiate their own activities both indoors and in the outside areas have been having a positive effect on children's learning.
- Standards at the end of Year 2 in 2011 and 2012 were just below average in mathematics, but well below average in English; boys' performance in writing was the weakest aspect. Standards and progress have improved markedly this academic year because of highly effective teaching in Year 2. Pupils are becoming less dependent on adult help when asked to work on their own or in small groups.
- In 2012, standards at the end of Year 6 improved for the second year in a row, and the proportion of pupils reaching the expected level in both English and mathematics was just above the national average. Progress from Year 2 to Year 6 was among the best in the country. In English, less-able pupils did particularly well, but none of the more-able pupils made more than the expected progress.
- The progress of disabled pupils, those who have special educational needs and those eligible for free school meals reflects that of other pupils. The school has successfully closed the gap between those pupils eligible for free school meals and other pupils.
- Most pupils make good progress in reading. New reading books and a stronger emphasis on the teaching of phonics (the sounds which letters make) has improved progress in the Early Years Foundation Stage and Key Stage 1.
- Progress in writing is not quite as strong as in reading and mathematics. Pupils make good progress in their English lessons, but teachers miss opportunities to develop writing skills in pupils' topic work, which includes subjects such as history, geography and science.
- In lessons, pupils become increasingly eager to learn as they move through the school. By the time they reach Years 5 and 6, the great majority of pupils have very positive attitudes to learning. They work hard and are keen to succeed.

The quality of teaching is good

- The quality of teaching is good in most classes. It has improved since the last inspection. New appointments have strengthened the staff team and there is now no weak teaching. Pupils have nothing but praise for their teachers. Parents and carers feel that the teaching is good and that their children are making good progress.
- The school has responded well to issues raised in the previous inspection report with regard to the teaching in the Nursery and Reception classes. Outdoor facilities have improved and there are good opportunities for children to choose their own activities and work independently in the

afternoons. At times, the organisation of work for children in the Reception Year is too formal in the mornings and does not give the children enough opportunity to be creative and to explore.

- The teaching is particularly good in Year 6 and in Years 2 and 3. Here, teachers have high expectations of what pupils can achieve and encourage pupils to work independently and try new challenges. Lessons are well paced. Teachers and assistants encourage them to think for themselves. In a mathematics lesson for pupils in Years 2 and 3, for example, pupils were encouraged to experiment, try out different ideas and not be afraid to make mistakes as they sought ways of dividing numbers into different equal groups.
- Most teachers and teaching assistants are highly skilful at managing pupils' behaviour so that those who have difficulties managing their own behaviour do not disrupt the learning of others. Some of the pupil premium funding, for example, is used to provide separate teaching for small groups of pupils which helps to keep them focused on their work and to make good progress.
- Teaching assistants and teachers give disabled pupils and those who have special educational needs effective additional help in lessons. This helps them to concentrate and become more responsible for their own learning. The work provided for these pupils is appropriate for their level of learning.
- A small amount of teaching still requires improvement. Where this happens, lessons are not as well organised, the work is not as demanding and pupils are less interested than is the case in most classes.
- Teachers' marking encourages pupils because teachers write positive comments about what they have done well and, occasionally, provide targets for future work. They are not always critical enough in pointing out where pupils might improve their work. Not enough time is given for pupils to make improvements and so raise the standard of their work to the next level.

The behaviour and safety of pupils are good

- The school is highly successful at improving pupils' behaviour. Many pupils arrive at school with poorly developed social skills. Because of the excellent care, guidance and help they receive, and because of the respectful attitudes and good examples of the staff, behaviour improves continuously as pupils move through the school.
- By the time they reach Years 5 and 6, pupils' behaviour in class is exceptionally good. They speak with great enthusiasm about their school. They take part well in lessons, work cooperatively in pairs or small groups, and concentrate when working on their own. These positive qualities are also evident in many younger pupils, although a small minority of pupils take longer to develop them.
- Pupils' conduct around the school is good. They become increasingly polite and courteous. There are good systems to deal with those whose behaviour does not live up to the school's high standards. Very few pupils have been excluded for poor behaviour.
- Bullying and racist incidents are rare but, when they do occur, pupils have confidence in all of the staff to deal with those involved and to resolve issues fairly. Opportunities such as anti-bullying week give pupils a good understanding of different types of bullying. The school's calm and inclusive atmosphere ensures that all pupils are accepted and valued. Discrimination of any kind is not tolerated.

- The school's systems for promoting good behaviour make an excellent contribution to pupils' moral and social development. They learn to get on with each other and to accept and tolerate differences.
- Pupils' positive attitudes to school are reflected by their good attendance. The school has to work hard with some families to persuade them of the importance of coming to school every day. It is rigorous in following up any absence.

The leadership and management are good

- Determined leadership from the headteacher has brought about significant improvement since the last inspection. The Nursery and Reception classes provide children with a more stimulating environment than before. The quality of teaching throughout the school has improved. Although results have been slow to improve in Key Stage 1, pupils are now making good progress in almost all classes. Staff work together very effectively as a team and have a common desire to bring further improvement.
- The school has worked hard to improve the quality of teaching. Teachers' performance is managed effectively as senior leaders observe lessons regularly to identify areas for improvement. The school's evaluation of the quality of teaching in each class is accurate.
- The school has worked closely with the local authority on a special programme to improve teaching. The local authority has provided good training, advice and guidance on the teaching of English and mathematics and improving provision for the Early Years Foundation Stage.
- Systems for checking pupils' progress have improved, but are not yet fully effective. Termly assessments in reading, writing and mathematics identify how much progress individual pupils and particular groups of pupils are making in each class. This information is used to provide additional help for particular pupils at risk of falling behind. However, despite regular meetings to discuss pupils' progress, staff have yet to take full responsibility for using this information to help raise standards even further, particularly for the more-able.
- The school's systems for safeguarding and ensuring all pupils have equal opportunity to succeed are good. Pupil premium funding is used very effectively to support those pupils for whom it is intended, for example, through the work of a learning mentor. The support for vulnerable pupils is outstanding and has a profound impact on the lives of some individual pupils. The school is not yet as successful in ensuring its more-able pupils reach higher standards than those expected for their age.
- The school works closely with parents and is extending its partnerships with other organisations. Good working relationships exist with the children's centre, which uses part of the school site, and with other schools to improve teaching practice.
- A range of additional learning activities, special events and residential visits provide good opportunities for pupils' spiritual and cultural development. However, pupils are not given enough opportunity to develop their reading, writing and mathematical skills in other subjects.
- **The governance of the school:**
 - Governors provide the school with a wide range of support, many coming in to the school on a regular basis to help with activities. Through these visits they develop a good understanding of the school and contribute to its success. Through the work of various committees, they undertake their statutory responsibilities well. Appropriate training is provided for all

governors. The governing body ensures that pupil premium funding is used for the pupils for whom it is intended. It holds the headteacher accountable for the school's performance, receives regular updates on the quality of teaching and ensures that there are good arrangements to improve pupils' progress through good teaching. They have awarded pay rises to teachers whose performance has merited additional responsibility and reward.

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	123391
Local authority	Shropshire
Inspection number	406160

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	183
Appropriate authority	The governing body
Chair	Matthew Ware
Headteacher	Alan Parkhurst
Date of previous school inspection	14 March 2011
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