

Crumpsall Lane Primary School

Crumpsall, Manchester, Lancashire, M8 5SR

Inspection dates 21–22 May 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not as good as it was at the previous inspection and requires improvement. Pupils can do better in writing and mathematics.
- Progress between Years 1 and 6 is not as fast as it should be. At times, lessons move too slowly and pupils are not given enough opportunity to be independent and work things out for themselves.
- There is not enough good or outstanding teaching; too much requires improvement. There are differences in the way teachers work and in the expectations they set for pupils.
- The most-able pupils are not always given work or questions that really stretch them in lessons. Lack of challenge holds back the progress of some pupils and in particular the more-able.
- The quality of handwriting, presentation and basic skills of spelling and use of grammar varies, depending on the quality of teaching.
- Not all key leaders do enough to check on the quality of teaching and on pupils' work in each class in order to remove weaknesses.
- The leaders' self-evaluation and development planning are not based upon a rigorous enough analysis of the quality of teaching and the work in pupils' books.

The school has the following strengths

- Children make good progress in the Early Years Foundation Stage to reach average standards by the start of Year 1.
- Behaviour and safety are good. Pupils all get along well, respecting and celebrating each other's culture.
- Disabled pupils and those with special educational needs get good support and make good progress.
- Recent changes are improving the progress of pupils in reading.
- Good use of assessment informs pupils and staff of the effectiveness of learning in English and mathematics.
- The school provides a good range of opportunities for spiritual, moral, social and cultural development. A wide range of clubs and educational visits widens the pupils' understanding of the world.
- The headteacher and governing body understand that standards can be better. They are raising expectations for the school's performance.

Information about this inspection

- The inspectors observed 21 lessons, two of which were joint observations with the headteacher.
- Meetings were conducted with governors, the staff team and four groups of pupils. In addition, a meeting was arranged with a Local Leader in Education, the headteacher of another primary school, who has been working with the school since January 2013. A telephone conversation with a representative of the local authority widened inspection evidence.
- Information from the scrutiny of a range of school documentation added to inspection judgements. These included the details relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' standards and progress.
- The views of parents were gathered by analysing the 10 responses posted on the online questionnaire (Parent View). In addition, an evaluation was made of the responses to a recent questionnaire carried out by the school and a meeting conducted with representatives of the parents' forum.
- An analysis of 40 staff questionnaires, together with an on-going dialogue with teachers and teaching assistants, gave the inspectors an insight into the views of the staff.

Inspection team

David Byrne, Lead inspector	Additional Inspector
Clare Daniel	Additional Inspector
John Shutt	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The majority of pupils are of Asian Pakistani heritage most of whom speak English as an additional language.
- The number of pupils joining or leaving the school at times other than the usual is above average and includes a number of international arrivals from overseas who speak little or no English.
- The proportion of pupils known to be eligible for the pupil premium is above the national average. (The pupil-premium grant is additional government funding for those pupils who are known to be eligible for free school meals, children from armed service families and children that are looked after by the local authority.)
- The proportion of pupils supported through school action and through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is a child-care facility available at the school each morning
- The school holds a number of awards. These include The Healthy Schools award, an Active Mark, Artsmark Gold and the Manchester Inclusion Award. It has recently gained an Eco Silver Award for its work towards saving the environment. In addition, the school has gained the Leading Parent Partnership Award and is proceeding towards gaining the Rights Respecting Schools Award for its work promoting children's rights and responsibilities.
- Over the last year, five new staff have been appointed, including two newly qualified teachers and two trainee teachers.

What does the school need to do to improve further?

- Remove the inconsistencies in teaching so that all is good or outstanding by April 2014 by:
 - ensuring that all teachers have high expectations of what pupils can achieve
 - encouraging all teachers to adopt a sense of urgency in lessons so that learning proceeds at a faster pace
 - giving pupils more time to try things out for themselves and be independent in lessons
 - ensuring that, when marking pupils' work, all teachers are consistent in including constructive comments that show pupils how to improve, and that pupils are given time to respond.
- Ensure that more pupils reach or exceed the standards expected in English and mathematics at the end of Year 6 by:
 - sharing the best teaching within the school and seeking insight by observing best practice in other schools
 - setting more ambitious targets for pupils' progress and attainment in each year group, especially for the more able
 - providing pupils across the key stages with more opportunities for extended writing and making sure that in every class there is a common approach and expectation for handwriting, spelling and use of grammar
 - giving pupils regular opportunities in each class for pupils to apply their mathematical skills to practical, real-life problem-solving activities.
- Improve the impact of leadership on pupils' achievement by:
 - increasing the rigour and accuracy of leaders' self-evaluation and development planning
 - building the skills of all leaders in checking on the quality of teaching systematically and rigorously, with a clearer focus on pupils' progress and attainment in each year group

- setting more measurable and ambitious targets in the school-improvement plan.

Inspection judgements

The achievement of pupils

requires improvement

- Attainment is broadly average in Year 6 in reading, writing and mathematics. Given the pupils' starting points in Year 1, attainment by Year 6 is not as high as it could be and achievement requires improvement.
- The school's assessment information indicates that achievement of the pupils in Key Stage 2 is currently rising and progress accelerating. This is confirmed by lesson observations, hearing pupils read and scrutiny of work. The percentage of pupils in the current Year 6 working at Level 4, which is the expected level for their age, has increased slightly since 2012. The progress in reading, however, is better than it is in writing and mathematics.
- Children start in the Early Years Foundation Stage with a level of development below that expected for their age; it is particularly low in communication skills. By the end of Reception, children's attainment is improved, and is close to average for their age.
- In Key Stage 1, progress is accelerating. In some classes, disruptions to teaching have held back learning and progress. By the end of Year 2, attainment is typically just below average.
- In Key Stage 2, progress varies. It is fastest in Years 5 and 6 but slower in Years 3 and 4. Progress in reading has improved because of the greater emphasis placed on it since January 2013. Standards in reading are average. Regular assessment of pupils' progress and attainment sharpens the ability of staff to focus on pupils who need extra support.
- The more-able pupils do not always make enough progress because at times their work does not stretch them to think hard. Analysis of pupils' work indicates that pupils are not challenged enough to apply their basic numeracy skills to solve mathematical problems. In writing, attainment is held back because too little time is given for them to produce extended pieces of work. Some work is untidy and includes too much inaccurate use of grammar and spelling.
- Disabled pupils and those with special educational needs are supported well and make good progress. Pupils who are learning English as an additional language receive additional help and make progress similar to their classmates. International new arrivals who speak little or no English make rapid progress in acquiring speaking and writing skills.
- School leaders are committed to equal opportunities and prevention of discrimination. Their commitment is demonstrated by the way the school is closing the gap in attainment for its less-advantaged pupils. In 2012, pupils known to be eligible for free school meals, who receive pupil-premium funding, did as well as their non-eligible peers in the national tests in English and mathematics.

The quality of teaching

requires improvement

- Too much of the teaching requires improvement. There are examples of good teaching across the school but this is not consistent. The teaching of reading is good, but for writing and mathematics it requires improvement. Information and communication technology is generally taught well to impart information and encourage learning.
- A relatively new staff team has been built over the last 12 months. The impact of teaching on learning has been hindered by some uncertainty about the continuity of teaching staff in some classes. Parents expressed concerns about the number of temporary supply staff in some classes but say that things are starting to settle down.
- In the best lessons, pupils' opinions are valued and responded to, teachers skilfully extend existing knowledge through question and discussion, and assessment is used to tailor work to the ability of the pupils. Practical approaches to learning, for example in exploring flight in Year 2, add to the sense of enjoyment and promote good or better progress.
- Some variations exist in the way teachers work and the expectations made of pupils. The needs of the more-able pupils are not always high enough. There is a tendency to over direct pupils. This limits the amount of time for them to try things out for themselves. Pupils report that some lessons are too long, and that when this happens they lose interest.

- Marking is not consistent in the method used and teachers' expectations vary for handwriting, spelling and use of punctuation. Too much writing is linked to comprehension, with limited time for pupils to write feely, independently and imaginatively. In mathematics not enough real-life practical problem-solving work is taught to enable pupils to find answers to questions independently.
- Teaching assistants are always there to support staff and pupils. They are effective in helping groups of pupils to learn during lessons and also in helping disabled pupils and those with special educational needs. Where possible, staff with bilingual skills help international new arrivals who speak English as an additional language to settle into school and make headway with the curriculum.
- Improvement to assessment, with an increased involvement of pupils, is accelerating progress. Teachers mark pupils' work regularly. Some teachers include constructive comments that indicate what needs to improve. However, pupils do not routinely respond to the comments and some continue to make the same mistakes as before.

The behaviour and safety of pupils are good

- Pupils enjoy coming to school. Pupils and staff say that pupils feel safe. They are adamant that any bullying is dealt with quickly. Pupils understand about the various forms bullying can take, including racist and cyber bullying. Activities such as anti-bullying events enable pupils to avoid being perpetrators themselves.
- All pupils get on well together. They respect and value the diverse range of cultures and faiths present in the school population. The adoption of the Rights Respecting school initiatives contributes positively, encouraging mutual respect between pupils.
- Behaviour in lessons and around the school is usually good. Some pupils present challenging behaviour, but the staff are well trained to manage this successfully. There is rarely any disruption in lessons due to anti-social behaviour.
- Attendance has improved steadily in recent years and is currently in line with the national average. The school has worked hard to achieve this, resisting authorising absence and also by rewarding pupils who attend regularly.
- Pupils thrive on taking responsibility for running aspects of school life. They maturely act as playground buddies, helping others at play. The 'Urban Crew' are proud of their work helping the environment and supporting the elderly at a nearby care home. Pupils can influence decisions made in the school through the school council, although its impact on decisions related to how they learn and the curriculum is relatively weak.

The leadership and management requires improvement

- The headteacher and the governing body recognise that achievement should be better. They have very recently embarked on significant changes. These are in terms of refining the systems for assessing pupils, overhauling the curriculum and setting higher expectations for staff and for pupils' progress. However, the intention to raise achievement is not yet securing sustained improvement.
- The school's evaluation of its own performance is not rigorous enough in assessing its strengths and weaknesses. The priorities in the school development plan are too narrow. They do not fully reflect the areas which the school needs to improve. Its targets are not precise enough for senior staff to evaluate whether their implementation is successful.
- Systems to check on the performance of teachers have improved over the last year. Higher targets are set for the academic achievement of pupils and the quality expected of teaching staff. Regular training is provided and, as a result, inconsistencies in teaching are diminishing but still remain. There is an appropriate link between progress up the pay scale and the performance of teachers.
- The involvement of middle leaders in school management is increasing. They are not yet empowered enough to take full responsibility for improvement of their areas and checking on how well pupils learn.

- The school provides well for pupils' spiritual, moral, social and cultural development. The curriculum includes a good focus on developing their experiences of the wider world. Creative subjects, such as art and music, develop pupils' confidence and all have chance to participate in sport and learn French. Recent investments in computer technology are boosting the pupils' use of computers to inspire their learning. Good opportunities for learning outside the classroom enrich pupils' experience, through trips, for example, to local museums and to places of interest that are accessible by local public transport.
- Parents are keen to support their children's learning. They report that their voice is valued through the parental forum. Where they have access to a computer, they appreciate the information on the school's website and its class blogs. They say the school has improved recently and is getting better.
- The local authority supports the school in its efforts to reduce inconsistencies in the quality of teaching and to improve aspects of the leadership and management.
- The governance of the school:
 - Governors are supportive of the school and its leadership. The relatively new Chair of the Governing Body has sharpened governors' understanding of how to challenge leaders, there is clear evidence of governors asking searching questions during meetings. More challenge has been set for pupils' performance based on an understanding of what can be achieved when compared with other schools nationally. They make a link between teachers' performance and movement up the pay scale. Governors have a secure handle on the school's finances. They keep an eye on the use, and impact of, pupil-premium funds. Governors purchase a package from the local authority to support governor training. They make sure that the school meets safeguarding requirements.

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	105486
Local authority	Manchester
Inspection number	411986

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	465
Appropriate authority	The governing body
Chair	Claire Nangle
Headteacher	Mrs S Barrett
Date of previous school inspection	18 May 2009
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