

Crosby Primary School

Frodingham Road, Scunthorpe, North Lincolnshire, DN15 7NL

Inspection dates 6–7 November 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.

- Overall achievement is good. Pupils make good or better progress in the Early Years Foundation Stage and Key Stage 1 from very low starting points. Progress in Key Stage 2 is outstanding in reading, writing and mathematics.
- Standards in reading, writing, and mathematics in Key Stage 1 and Key Stage 2 have improved continuously for the last three years at a faster rate compared to the national picture especially in Key Stage 1.
- Disabled pupils and those who have special educational needs, those who are known to be eligible for pupil premium funding, those from minority ethnic groups and those who speak English as an additional language make good or better progress from their starting points, often similar progress to their fellow peers.
- Teaching is usually good across the school and some is outstanding.
- Teachers follow the effective marking policy which shows pupils their strengths and next steps; especially in English, which improves their learning.
- Pupils are well behaved and feel safe. They are keen to learn and say 'Our school is like a family of people'.
- The school has improved since the last inspection because the senior leadership team have relentlessly focussed on raising achievement and the quality of teaching. The headteacher accurately evaluates what the school does well and knows where it needs to improve further.
- The knowledgeable governing body is a strength of the school and its pertinent questioning challenges the school leadership team, enabling the school to continually improve.

It is not yet an outstanding school because

- The quality of teaching is not yet consistently good and outstanding across the school.
- Standards in reading, writing and mathematics are well below average in Key Stage 1 and Key Stage 2.
- Occasionally, teaching does not meet the needs of the different groups of pupils in mathematics or challenge the most-able pupils, resulting in variations in how much progress pupils make.
- Attendance is below the national average.

Information about this inspection

- The inspectors observed 23 lessons including a visit to the off-site Nursery.
- Inspectors analysed pupils' work and the school's data about their standards and progress.
- Discussions were held with two groups of pupils as well as informal conversations during lessons and at break times.
- Meetings were held with members of the governing body and with senior leaders. A telephone conversation was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Inspectors analysed a range of documentation, this included: safeguarding records and those relating to pupils' behaviour and attendance; records of the monitoring of teaching and pupils' learning; the school's self-evaluation and improvement plans.
- Inspectors took account of a recent governor questionnaire to parents and parent discussions carried out during the inspection. The on-line questionnaire, Parent View, was not used as there were only 5 parent responses to this.
- Fifty-four staff members completed the voluntary staff questionnaire.

Inspection team

Julie Harrison, Lead inspector

Additional Inspector

Susan Twaits

Additional Inspector

David Matthews

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is increasing and is well above average. The pupils come from a variety of ethnic groups, the largest being from 'any other White' background and a Bangladeshi background.
- The proportion of pupils who speak English as an additional language is increasing and is well above average. Within the school 21 different languages are spoken.
- The proportion of pupils known to be eligible for the pupil premium funding is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after by the local authority).
- The proportion of pupils who join or leave the school at other than the usual times is well above average.
- The school's deprivation indicator is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Raise standards in reading, writing and particularly in mathematics in Key Stage 1 and Key Stage 2 through increasing the proportion of good and outstanding teaching by:
 - ensuring the work set for all ability groups of pupils is neither too easy nor too hard and gives appropriate challenge particularly for the most able
 - making sure pupils know how much they need to do in a set amount of time in order to learn at a fast pace
 - sharing good and outstanding practice already evident in school to improve teachers' skills.
- Improve attendance by:
 - reinforcing the work of the family liaison worker and the attendance officer in working with parents and pupils.

Inspection judgements

The achievement of pupils is good

- Children start the Early Years Foundation Stage with skills and understanding significantly below those typical for their age. A focus on personal, social and 'speaking and listening' skills enables them to make good or better progress from their very low starting points. Key Stage 1 pupils make rapid progress in reading, writing and mathematics so that the gap between them and other pupils across the country at the end of Key Stage 1 is closing.
- Statutory assessment tests show that Year 6 pupils have made outstanding progress in reading, writing and mathematics from their Key Stage 1 starting points for the past two years.
- Standards in Key Stage 1 and Key Stage 2 in reading, writing and mathematics are well below average, but have risen continuously over the past three years in both key stages. Standards for current year groups are improving further in all three subjects. The large number of pupils who join or leave the school at other than the usual times and who are new to speaking English impact on these results, even though they settle into school life quickly and soon begin to make good progress from their own individual starting points.
- Where there is a slight variation in progress between year groups or other groups, more often in mathematics or for the most able pupils, additional support is quickly put in place to close the gaps and accelerate the learning for these pupils.
- Pupils in Key Stage 1 tackle new and unfamiliar words confidently because they have a good understanding of letters and the sounds they make to help them. This ensures Year 1 pupils are above national expectations in this skill. By the end of Year 6 pupils who have been in the school since Key Stage 1 are becoming confident, fluent readers and writers across the curriculum.
- Standards in mathematics are rising because of a recent focus on calculation and mathematical language. This year a small group of the most-able pupils in Year 6 are being supported to achieve the highest level in mathematics.
- Disabled pupils and those with special educational needs make good progress from their individual starting points, especially in English, because teachers understand their individual needs and they are well supported during lessons and in intervention groups. The gap is closing between the standards they reach and those of their classmates.
- Pupils from minority ethnic groups including those from 'any other White' background and from a Bangladeshi background and those who speak English as an additional language make good progress in all key stages. The focus on 'speaking and listening' and basic skills contributes to their success.
- Pupils who are supported through pupil premium funding make good progress throughout the school and the standards they reach in reading, writing and mathematics are improving. In 2013 those pupils who were known to be eligible for free school meals did slightly better than other pupils in reading and writing and were much closer to reaching the national average standards. Over the past 2 years the gap has closed between the two groups in reading and writing, showing a positive picture, but the gap in mathematics has widened. Effective strategies are now in place to rectify this.
- The school promotes equality of opportunity and all pupils have the chance to succeed without discrimination.

The quality of teaching is good

- Most of the teaching is good and some is outstanding. In the most effective lessons, teachers expect the best from their pupils and the activities are planned thoroughly. Teachers know their pupils well and understand their different capabilities. Teacher's questioning is challenging and pupils know what they have to do to be successful within a given time limit.
- When teaching is less effective the activities do not match the different abilities of all pupils, the pace is too slow and pupils are not always given a time limit to complete their work. Occasionally

the most able are not challenged enough by the work set. This occurs more often in mathematics than in English.

- The good teaching of letters and the sounds they make and the focus on speaking and listening in Key Stage 1, and during the daily reading sessions in Key Stage 2 helps pupils with their spelling and writing. This is especially beneficial for those who speak English as an additional language and those who arrive new to the school at different points in the school year. Pupils work on correct grammar to support their writing in different styles across the curriculum.
- Teachers in the Early Years Foundation Stage effectively plan various activities enabling children to explore and improve their knowledge and skills. The off-site Nursery with its exciting outdoor environment enables children to watch and talk about creatures in their 'bug habitat' at the same time as handling 'worms' with care. Within the constraints of the main school building the Reception class teachers provide a stimulating environment where children work and play well together on 'themed' activities. The focus on speaking and listening is supporting all pupils' learning but especially those who speak English as an additional language.
- Teaching assistants together with tailor-made teaching packages and methods are successful in building pupils' self confidence and helping them to learn and make good progress. This approach is especially successful for those pupils who speak English as an additional language, for pupils from minority ethnic backgrounds, for pupils who have special educational needs, and for pupils entitled to the pupil premium funding.
- Teachers' marking of pupils' work in English highlights the strengths and next steps for improvement and pupils respond to this advice. However, this advice is not so clear in mathematics.
- Pupils help each other to learn and discuss their work with enthusiasm. For example, Year 6 mathematicians competently support each other to discuss and understand complex word problems.

The behaviour and safety of pupils are good

- Pupils are polite and behave well throughout the school resulting in a calm and friendly learning environment.
- Pupils enjoy school, they play and work well together and usually have positive attitudes to learning. On the few occasions where teaching is weaker, some pupils lose concentration and low level misbehaviour occurs.
- Pupils say they feel safe because they are well cared for and 'you can trust any adult and consequences are fair'. They say that bullying seldom happens and they have a good understanding of different types of bullying and how to stay safe when using the internet and other electronic communication methods. They are confident that issues are dealt with quickly and effectively.
- Attendance is low and below national expectations, although it is improving. Pupil premium funding has enabled the employment of a family liaison worker who, with the attendance officer, is helping parents to improve their children's attendance.
- Adults establish good relationships with pupils and provide effective strategies for improving behaviour and emotional well-being. Consequently, incidents of poor behaviour, including racial incidents are rare, but exclusions are implemented if necessary. The 'haven' and the 'base' provide a safe environment for those pupils who need extra help with their behaviour and helps them to feel safe.
- The school's own survey and discussions held with parents demonstrate that the school provides a safe environment and that pupils enjoy school and behave well.

The leadership and management are good

- The headteacher has a thorough understanding of the school's strengths and weaknesses. Her

high ambitions are shared by staff, governors and parents ensuring continuous improvement in achievement and the quality of teaching over the past three years in a very challenging environment.

- The headteacher works closely with the deputy headteacher and governors to robustly scrutinise the quality of teaching, pupils' achievement data and their work in books. This has led to an accurate view of the school's work and pursuit of appropriate priorities to enable further improvements.
- Robust performance management targets are set for teachers and professional development opportunities are in place. Salary awards are linked to the achievement of these targets.
- The curriculum is regularly reviewed and initiatives to provide support for reading, writing and mathematics are helping to improve standards. The various artistic, musical, cultural and sporting opportunities offered develop the pupils' skills and knowledge and prepare them well to live in a diverse society. The sports funding has increased related activities which have a significant impact on pupils' physical well-being.
- Pupils of all ages are confident using computers and other information communication technology. For example, Reception pupils take photographs and recordings with hand-held computers to support their learning and use small laptops to sequence their day. All Key Stage 2 pupils use a mathematics programme to improve their skills.
- The school meets safeguarding requirements.
- The local authority has a good relationship with the school and provides support when required.
- The school works closely with parents and keeps them well informed. Parents hold the school in high regard as shown in a recent governor survey of parents and discussions with parents during the inspection.
- **The governance of the school:**
 - The governing body is well led and discharges all of its statutory responsibilities. They are knowledgeable and have a good awareness of the school's strengths and areas for development. They challenge the leadership team with pertinent questions. They require detailed analysis and they rigorously hold the school to account on achievement and the quality of teaching. The governors are one of the school's greatest assets. They appropriately decide whether staff should be rewarded with salary increases and they review targets for the headteacher. They review the spending of the pupil premium grant and its impact on the achievement of the pupils on whom it is spent.

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	117934
Local authority	North Lincolnshire
Inspection number	429590

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	492
Appropriate authority	The governing body
Chair	Jean Holder
Headteacher	Heather Reid
Date of previous school inspection	1 May 2012
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